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ABSTRACT

This report of the Curriculum Commission at Concordia examines all aspects of the academic program and sets forth recommendations for its improvement and reform. Chapter 1 discusses reasons for a curriculum study, and Chapter 2 looks at the goals of a liberal arts education in a Christian college. Chapter 3 deals with the curriculum itself, and contains recommendations about the course plan, expansion of the pass/fail option, and revision of core requirements with suggestions for its administration. Proposals for establishing minority studies, interdepartmental majors, and student participation in academic planning are also included. Chapter 4 discusses some economic considerations and looks at the "role and reality" of liberal arts colleges. Recommendations are made concerning the administrative and economic responsibilities of the departmental and college officers. The last recommendation sets up a timetable for the implementation of all proposed changes. Appendices include a summary of the 70 recommendations, results of a questionnaire sent to all students, and bibliographies. (DS)

CURRICULAR REFORM FOR CONCORDIA COLLEGE

ED035377

A Report Submitted to the Faculty, Faculty Senate, and Administration
of
Concordia College
Moorhead, Minnesota
by

The Curriculum Commission

Thomas Christenson
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1969

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PREFACE

On October 2, 1968, the Board of Regents of Concordia College authorized the establishment of a Curriculum Commission "to engage in full-time study of the instructional program in the summer of 1969," with the charge that the "commission shall make its report through the Dean of the College to the Senate of the Faculty and remain charged with responsibility for the study until the Senate of the Faculty has completed the examination of the commission's recommendations."

Curriculum study did not originate with the Commission which now presents this report. Considerable work had already been done for us by a faculty group, and several reports on revision of core requirements had already been presented to the faculty. The Board of Regents in its resolution wished to "commend the curriculum study currently being made by the Faculty of Concordia College and encourage the Faculty to continue this comprehensive study of the curriculum with a view to updating requirements, courses, and instructional techniques in a manner consistent with the best traditions and purposes of a church-related liberal arts college."

Our gratitude, for enabling us to have time and funds made available to us for what we hope will be a fairly thorough examination, is therefore first due to the Board of Regents for its insight and concern; it is encouraging, to say the least, that our Regents are thoughtfully concerned with all aspects of Concordia College, and have enabled us to devote a summer's research to an examination of the college's instructional program and to those aspects directly related to that.

We are also fully aware, and want expressly to recognize, the influence of two other individuals, an influence never exercised in the sense of control but always as encouragement and model. President Joseph L. Knutson has led the college since 1951, has seen it grow from a small and not always adequately funded institution to a college that can take pride in its educational opportunities. Dr. Carl Bailey, Vice President for Academic Affairs, became Dean of the College in 1954. Although on leave of absence during the academic year 1968/69, the kind of instructional climate that he has helped to develop --with not merely tolerance but active encouragement of faculty concerns with the college--has in a real sense enabled us to conduct our inquiries this past year and summer. (In addition he allowed us to infringe on his leave-of-absence time when questions arose which we felt he could help us with.)

One other person should be expressly recognized: although a member of the Commission, quite obviously his concern was immediately responsible for the establishment of the Commission, and for helping us constantly by providing the climate (academic and financial) in which we could do as thorough a job as we were capable of. Dr. Paul Dovre, Executive Vice President of Concordia College, and Acting Dean of the College during Dr. Bailey's absence, gave us ready and free access to the kind of information that enabled us to make our report more than an "academic" exercise.

The Commission's work was accomplished through background reading, meetings of the commission, and meetings with individuals at Concordia and at other institutions: the bibliographies indicate the range of our activities. All resolutions are addressed, as proper under the Constitution of the Faculty, either to the Faculty Senate, to the Faculty, or to the Administration.

Abstracts of all reading and research, and transcripts of any special meetings were made available to all Commission members. Special research assignments are indicated in the list of Commission members:

Dr. Thomas Christenson, Assistant Professor, Department of Philosophy
Chapter II, Core

Dr. Paul Dovre, Executive Vice President, and Professor, Department of Speech and Drama
Student and Faculty Profiles

Dr. H. Robert Homann, Associate Dean of the College, and Associate Professor, Department of Chemistry
The Course Plan, Innovations at Concordia College

Dr. Harding Noblitt, Professor and Chairman, Department of Political Science
Core Administration, Finances--local and regional

Mr. Omar Olson, Student Member of the Curriculum Commission
College Programs, Innovations

Dr. Walther G. Prausnitz, Professor and Chairman, Department of English
Chairman, Curriculum Commission
General background research; Areas not specifically indicated above

We acknowledge with gratitude the help of Dr. Albert Bartz, Professor of Psychology, whose preparation and analysis of the Student Questionnaire (Appendix C-1) proved invaluable. Dr. Paul Sponheim, formerly Chairman and Professor of the Department of Religion, served as a member of the Commission until his appointment to Luther Theological Seminary; although he could not be with us at the time the final reports were drawn up we are grateful to him for the devoted and willing work he did for us during the 1968/69 school year.

The college's administrative officers were more than merely cooperative;

their interest, willingness to supply information, and good sound practical advice are all gratefully acknowledged: J. L. Rendahl, Vice President for Admissions; Roger Swenson, Vice President for Development; William Smaby, Vice President for Finance; Donald Dale, Registrar; Albert Anderson, Coordinating Provost of the Tri-College University.

Our secretarial staff worked impossible hours, and cheerfully tolerated impossible deadlines; we cannot name them all, but especially want to thank Mrs. Helen Shaw, Miss Cynthia Poulson, and Miss Karen Pohlig (who was also responsible for the indexing of all research reading, for the index to innovative programs [Appendix C] and for the indexing of college programs [Appendix B]).

We apologize for one inconvenience to the reader; typing schedules and printing deadlines prevented our having continuous pagination in this edition of the report. Chapters I - IV have the customary consecutive page numbers; in each of the appendices, pagination is by section and page number. The Table of Contents, we hope, will make use of the Commission's Report possible despite this difficulty.

PART I - RECOMMENDATIONS

CHAPTER I

SOME REASONS FOR CURRICULUM STUDY

Concordia College, a church-related liberal arts college, has decided to evaluate and reconsider its curricular structure, in other words its raison d'être. It appears as if certain external, or fringe, elements were responsible for this decision, but that does not mean that the considerations offered here need to be similarly limited. We were told that the college had "worked with [the] present curriculum a long while," we knew that within a relatively short period of time the student body had more than doubled in size, and it was apparent that the consequent changes in size and composition of faculty had also contributed to raising questions about purpose and implementation.

It would be unfair not to recognize at the same time that the pressures for maintenance of the status quo are real and have validity. A comprehensive study of college alumni revealed that 85 percent of our graduates would return to Concordia if they had it to do all over again, and, perhaps even more impressively, over 70 percent of those students who had attended the college without completing graduation requirements similarly indicated their willingness to return to the college. A questionnaire was also made available to approximately 50 percent of the students currently enrolled at the college and it too failed to isolate any major dissatisfactions with the curriculum or with methods of its administration.

There was some uneasiness during the 1968-69 school year that the number of student withdrawals had increased slightly, but there was no conclusive evidence that a major cause was instruction or curriculum, and since one year's experience could hardly be considered a trend, this too was a factor that could not be considered sufficiently important to warrant a general reconsideration of the curriculum. The Curriculum Commission met with most of the academic departments involved directly in the present core requirement, and from these interviews also the clear impression was received that faculty had no great discontent as far as present teaching or courses are concerned.

In short, it seemed to us that we would have no major revolution on our hands if we recommended no changes, if we suggested that we do nothing about our present curriculum. The Commission was established by the Concordia Board of Regents to conduct a "comprehensive study of the curriculum with a view to updating requirements, courses, and instructional techniques in a manner consistent with the best traditions and purposes of a church-related liberal arts college," and our report to change little would most likely be acceptable to the major portion of our constituency: faculty, students, administration, and church.

We will, however, recommend considerable changes in our report, resolutions calling for adoption by the various legally responsible elements of the college: the faculty-at-large, the Senate of the faculty, the administration. We will also recommend further study, sometimes to be conducted by individual departments, sometimes by groups to be appointed or elected for specific research purposes.

We trust that our reasons are not frivolous, demanding change for its own sake, or putting recommendations together merely to have something to show for our summer's study. That the college has earned the satisfaction of many of its constituents is pleasing, of course. However, while none of us can---as a result of our very brief review--qualify ourselves as significantly more informed than we were, we have been made aware that our curriculum does not achieve what it should.

Our catalog makes certain claims about the liberally educated person, but we question whether results come near expectations. Have we stimulated "intellectual curiosity", or have we measured the student's ability to remember a certain number of "facts"? Do our students indeed "possess the ability to master an unfamiliar body of knowledge without guidance"? (It might be consoling to remember that even Ph.D. candidates have difficulty knowing what constitutes a possible topic, but consolation may not be the best curricular prescription.) Does the student understand "the methods of science" if he deals exclusively with the fruits of research? Does the narrative of history assure the student an understanding of "the nature of man and of the institutions and processes of society"? Does he appreciate "the worth of knowledge for its own sake," or are we training him for jobs that pay well? "There are probably not more than a score of colleges...that would dare to be in reality what they claim to be in their catalogues."

It may well be that some of the above questions are invalid because they imply assumptions about what constitutes liberal arts. We can ask other questions. We know that half of our entering freshman class places in the upper quartile of the A.C.T.; we must unfortunately recognize that the performance of our top Seniors on such examinations as the G.R.E. hardly does justice to the potential with which they came to us. Every year questions are asked about the poor attendance at the lecture series and artist course events: we know that many of our students are busy, but is it also possible that we have not sufficiently stimulated their curiosity to make them want to try the unfamiliar? It is unfortunately also true that among those students who withdraw from college are some who showed the greatest promise, if entrance scores are a halfway reliable source of prediction.

William Sloane Coffin, Jr., speaking of both churches and universities said that "our problem is not that we are incompetent, only that we are somehow insignificant; not that what we say is not impressive intellectually, only somehow unimportant historically." His question "how many educators are concerned with the great implacables of life" is sufficiently disturbing when we consider the strait-jacket of courses, credits, class attendance; Veblen's hope that a "university is not a place for teaching but for learning" seems rather forlorn in light of the results we produce (no matter how ambitious our aims).

We recognize that no curricular prescription guarantees effectiveness, that so-called "great teaching" (hopefully always implying considerable learning) can take place in a refresher course for garage mechanics, and that the most intellectually august subject matter doesn't automatically promise what the student has a right to expect. However, our concern rests primarily in attempting to provide on our campus the kinds of learning situations where something significant can take place. What determines significance, what values we subscribe to, what we hope to accomplish for our students (and therefore for ourselves as a community of scholars) we will be talking about at the appropriate places in this report. We do want now again to improve the educational possibilities on our campus; we believe that some systems (assumptions, organizations, implementations) are more easily and directly conducive to producing desired results than the structure under which we now operate.

Because Concordia College is currently in full operation, our recommendations should as much as possilbe take cognizance of the givens, and they must in addition be practical (capable of implementation). We are aware of certain problems that confront many if not most liberal arts colleges; we are also aware of the particulars as they relate to our own campus. Included in our present situation are certain factors that must be taken into consideration.

One of the conditions with which any curriculum proposal must reckon is the faculty that will be putting it into effect. We make some observations about what we believe to be characteristics of our present faculty, with certain implicit recommendations for future policy. (These will be made explicit later in our report.)

Faculty salaries have improved considerably, although all difficulties have not been overcome. There was a time not too long ago when the most competitive salary level was that for the inexperienced M.A., and the next that for the inexperienced Ph.D. Those days are no more, and we need perhaps no longer fear the kind of built-in economy that some universities have had to adapt, a rapid turnover in lower teaching ranks. Still there is some evidence that for a few new teachers Concordia College was only the place to gain experience and complete the doctoral degree, although as yet we can discern no trend in that direction. Salaries, in other words, while not the major issue they were in the past are important enough for us to be concerned with college economy.

We are now in the position furthermore to be selective about faculty, provided that we can offer to them a rationale for college teaching that is other than emotional. The predictions that soon there would be more good faculty applicants than readily available good jobs were underestimated: 1969 already produced, in all fields, more applications for jobs than vacancies. We have the opportunity now to build the kind of curriculum that will make college teaching an opportunity rather than an experience, the kind of curriculum that will more readily identify to new faculty what a liberal arts college attempts to achieve and be. (If our new teachers have difficulties seeing and understanding this, how do we expect our students to know it?)

Anyone who has spent some time interviewing prospective applicants knows that again and again we explain only the fringes (and fringe benefits) of college teaching. We speak of teaching loads, and certainly at Concordia College we know that these have been reduced considerably in the last few years. But has there been active consideration given to the purpose of such reductions? Are they financially defensible by themselves, defensible because we know (and believe) in what these reductions are to accomplish for the faculty, hence for the students? Is it possible that we are imitating university policies without insisting on university standards?

Our library planning has improved considerably. But one still hears again and again the faculty requests that our library be made a research library. While this is obviously impossible (Harvard was started 260 years earlier than Concordia College), to what extent are faculties (who at the college are significantly involved in the selection and building of the book collection) aware of purposes for which the collection is designed? When we conduct the new faculty member through the library to show him the materials "in his field", are we implicitly apologizing for our not having the facilities of a major university, or are we aware of what a college stands for?

Our uncertainty in this area extends to other instances as well: we are again tempted to be apologetic to our new faculty about research opportunities and about the kinds of professional contacts that our new "recruits" will have. But does that really represent the college as it ought to be? We are not for a moment willing to ally ourselves with the kind of vague nonsense that is sometimes said about colleges, that at undergraduate institutions one teaches, and at the universities one does research. Research and good teaching seem to us to be synonymous, and the statement that one necessarily excludes the other is not very sensible. But is it not interesting that our usual way of talking about research is entirely within the format of specialization that necessarily exists at the universities? Are colleges therefore merely inferior universities, universities without the resources (faculty, libraries, equipment) to do significant work?

Many of the most interesting and interested contributions made to the college in recent years have come from some of the younger members of the faculty. We do however recognize also that these teachers have come most recently from the highly specialized atmosphere of university study, that their contacts have been graduate students at a sophisticated level of achievement, and that therefore their judgment is liable sometimes to be affected by their immediate past. Perhaps some of our admiration of "programs" stems for this fact: if there is an area of specialization lacking in the curriculum let's put it in. For that matter, is there a teacher who can't remember the shock of discovering that the lowly freshman does not write as well as someone with eight more years of schooling?

But it is unfair and misleading to ascribe exclusively to the younger faculty this kind of uncertainty about what college is and should be. We interviewed a good many of the departments currently involved in what is referred to as the "core curriculum" at Concordia College. It seemed illuminating that all except two of these departments spent considerable time in explaining and defending their majors program, that in fact only two departments devoted their meeting with us to a consideration of their role in general education. (In examining the financial implications of the current core curriculum, we found that only one department spent more money per credit hour in its core program; in all of the other departments the bulk of the money was spent on the major program.) Is it our intention to make the college a university with limited funds, a prep school, or does the college have its own role and importance? It is our belief that a liberal arts education is not exclusively preparatory for later professional work.

There is considerable evidence that our uncertainty--or failure to reconsider and redefine clearly what college goals and purposes are--is shared by many in a great many places. There appears to be, for some, a three-way competition arising for what traditionally was the place for college education, and we want briefly to consider these elements: improvements or changes in secondary school education, the rise of new junior colleges, and the apparently growing importance of the graduate or professional school.

There is some evidence that there has been improvement in what is being taught at the secondary level; the consequent assumption that therefore liberal arts education is losing some of its function seems however to be based too heavily on the idea that either institution is largely responsible only for the handing out of information. It is the latter that can be tested on advanced placement examinations. While there is evidence that our own area has not yet fully caught up in the over-all stepping up of pace that holds for Eastern high schools, there is also in addition something to be said for the fact that the high schools' improvement program "is no threat to the colleges but the very opposite. It does not obviate the importance of the college but permits it an importance it has never been able to assume because of inadequate secondary instruction: it permits the college to engage in higher education."

The days of remedial English courses, for example, are still rather recent in the memories of some of us, as are those of remedial arithmetic. It may, hopefully, not be too long before introductory foreign language competence will also be as much taken for granted as the ability to write a complete statement in English. These improvements should enable the liberal arts colleges to gain some confidence in themselves--they are not being displaced but at last given those opportunities that had already existed for some of their prestige sister institutions for much longer.

Furthermore, we believe that there is room for considerable improvement in our relationships to the high schools from which our students come. There is very little information available (and there may be even very little interest on the part of some of us) to learn about what is going on in the high schools from which our students come. We have considerable interest in the graduate institutions (those from which we came and those to which we send our good students), but we have rather sadly neglected the schools which our students attended before they became freshmen. While we recognize that for many students education has been extended from one to four years more than used to be the case, we have not fully informed ourselves of our own place, as a liberal arts college, in the continuum of education. Our relationships to the high school should not merely be passive (i.e. information seeking) but also active in helping each other understand our respective places and function.

The traditional four-year college is also facing pressure from another source, the increase in the number of junior colleges. While it may be too early to evaluate just how this will affect us, one aspect of the increase in the number of new institutions should not be neglected by us: there is a great deal we can learn from them regardless of whether they will in the future modify our role in the educational program. We must, in the first place, be aware of the fact that we may have an increase in the number of transfer students, and our curricular planning must take this into account. But, far more importantly, we believe that we should make every effort to become better acquainted with what is going on at some of these places. Allan Cartter quotes one university president: "If you are going to innovate, you better do it the day before you hire the first faculty member."

There is also some pressure being felt (or imagined) as exerted by the graduate and professional schools. We have assembled information later in this report, information collected by us through correspondence with all of the major graduate institutions and many of the professional schools. But even at this point it is possible to ask, without requiring much in the way of evidence, whether we have not all of us been guilty of preparing students specifically for a certain school, of using our own professional contacts to place students, in short of again minimizing the place that the four-year liberal arts college has: we see ourselves as hurried by the secondary school, displaced by the junior colleges, and dictated to by the graduate schools. Perhaps the jokester who invented Conduit College was not so far wrong: excuse the students from the freshman year through advanced placement, send them to the Washington Seminar and to some work-study experience in the sophomore year, have a year abroad for all juniors, and try for early admission to graduate school for the seniors.

It isn't only our students who are searching for their identities, it is their institutions as well. And this search does not seem to us idle, nor is it the kind of search that can be satisfied only by fine words in the preamble to the college catalog. We are, for example, beginning to become rather serious about the possible common market involvements between Concordia College, Moorhead State College, and North Dakota State University, just as we have maintained a student exchange between ourselves and Virginia Union University, and are considering one between Concordia and Fort Lewis College. If we are interested merely in the logistics of sending our students hither and yon, if we consider any and every possible combination and emphasis as equally valid in the student's program, then we do not need to concern ourselves further with any of these programs but allow our administration to pursue them as they wish. But would it not also be a good idea to question the role that we as a college have to play in any of these programs, to ask ourselves just what it is we have to offer, to become clear in other words of just what it is we stand for as a liberal arts college? That may have absolutely no bearing on our relationships to any of these four other institutions, but at the very least it seems to us as still one more important reason why an evaluation and examination of curricular goals is important right now.

We are told much about the pressures for earlier specialization, of the demands from technology; but we ask that these so-called pressures be examined not in terms of vague generalizations but of the evidence that is available. Is it indeed the graduate schools which pressure us into increasing the size of our majors, or is it our own notion? It does not seem to us that either the schools or the employers are forcing us to become junior graduate schools and vocational institutes. In addition, it seems surprising that we would so unquestioningly obey what others want from us, even assuming that they want it. That is a notion foreign to anyone who has ever attended a faculty meeting: "The blunt truth is that, as institutions of learning, we have allowed our initiative to become dulled and our courage eroded. We have allowed ourselves to be led along pathways not of our own choosing and have not often enough made plain what our pathways are. We have frequently taken refuge in broad platitudinous statements of objectives; then we have compounded our error by doing very little to fortify these statements with specific programs that show we mean what we say. And rarely have we re-examined our goals in the light of the needs of contemporary society, except in scientific or technological aspects; thus, in the eyes of many people, we are not reaching to the heart of our reason for being."

These introductory comments have so far concerned themselves with two major elements. First we have tried to assemble some impressions about our faculty (salary trends, the reputation of college teaching, teaching loads, research opportunities, and departmental organization). It seemed to us as if, organizationally hence reaching into aims and implementation, we are attempting merely to do what is familiar to all of us from the graduate schools, and it may well be that that is not the best system for a college. (It is even difficult to call unconscious imitation a "system.") Just as no curriculum can guarantee good teaching, so the organization of the college is similarly no guarantee: it may be however that just as a curriculum can more self-evidently stand for certain goals, so also that the organizational structure can be more effective in making possible what we want to attain. Secondly, since nationally there are considerable pressures on colleges in general, and since locally the question of our own identity is again made possible to us when we are about to ally ourselves with institutions allegedly different from ours in purpose and scope, again it may be advantageous for us either to decide that we have no place or plan other than making classes of any and all kinds available to any and all students, or to decide that we have a rather specific place to fill.

There is a third element that forces us to examine our curriculum with considerable care: the cost of instruction. Traditionally the territory from which we draw our students is one that does not allow us really to compare ourselves fully with other private colleges as concerns the cost of tuition. We have evidence that we have far fewer students coming to us from North Dakota, the area from which in the past most of our students came. While we have attracted students from other areas (areas in which our tuition charges are not yet as steep as they are in most parts of our territory), we question whether, at least in the near future, it is practical for us to consider any large expansion of our admissions area.

Economy is a dirty word for some faculty members: we hope that we make no recommendations just because they are economical, but we also hope that no recommendations will be not considered just because they happen to be economical. The time has not yet come when as a college we are confronted with inevitable curtailment of some curricular offerings, but it may not be too far in the future. It is therefore possible now to examine not only curriculum purpose, but also curriculum efficiency.

The administration has been laudably permissive in the past in allowing a great many individual paths for individual faculty, and the result has been a healthy one: elsewhere in this report are listed some of the educational experiments (innovations) conducted at Concordia, and the list is quite impressive, testifying to an interested and concerned faculty. But experimentation is costly, and not all experimentation is necessary. Instruction is costly, and not every course is necessary.

We have had to increase tuition two years in succession, and we are still having a difficult time balancing the budget. That means that priorities must be set, and these priorities are going to have to take into account some balance achieved between the various claims. A liberal arts college is not a graduate school: that doesn't mean it's less, or less good; it merely means that it has an entirely different function. Not every course is necessary, even if it does deal with a faculty member's pet research area. We can all point to institutions that proudly announce new general programs without having even minimal library resources; we can also all point to institutions that buy new faculty by adding new courses, and we have some well founded suspicions that this expensive fringe benefit does not lead to a decrease in the rate of faculty turnover rate, or to any improvement in the educational programs of such institutions.

It is easy for us to criticize the "state of the college": salaries for upper teaching ranks have quite a long way to go, the library collection is still only minimal, equipment is old or lacking. But there is only one major item in the college's entire budget, and that is its instructional budget. And we, as faculty members, are responsible for spending most of it, and unfortunately often guilty of spending it by being concerned for the single course or department without consideration of the relationship of our needs to those of the entire institution.

We have tried, during our summer's work, to inform ourselves as fully as possible of the literature related to college education in order first of all to create for ourselves again some awareness of what a college, particularly a Christian liberal arts college, is and should be. As a result of this we are far from convinced that liberal arts colleges are anachronisms. Secondly, we have tried to implement our concept of goals in various ways: a core curriculum, suggestions about calendar, economy, faculty, learning experiences--any aspect of the college that is directly related to curriculum. The work is far from finished, but we hope that at least it has been started in such a way as to make possible active discussion and responsible implementation.

CHAPTER II

GOALS OF LIBERAL ARTS

To the outsider, many discussions of the goals of collegiate institutions appear to be so much verbiage; a stringing together of extremely vague, nondescriptive valuational terms. In many cases, surely, the vagueness is due just to the fact that we, the readers, are outsiders to that institution. Hence we have difficulty translating the language of goals into the language of concrete tensions, practical hopes, operations, and personalities which are the context for that discussion. But we, as students, faculty, and administrators of Concordia College, are insiders to this institution and hence should be well acquainted with the concrete situations mentioned. The worst thing that could be said about this chapter on goals is, therefore, that it suggests nothing to us. If it identifies nothing, excludes nothing, makes no distinctions, and implies nothing for our own practice (be we students, faculty or administrators) then it too is vacant verbiage.

This chapter on the goals of Concordia College is, at the least, an attempt to provide a statement of the premises, emphases, and at least some of the implications resident in the resolutions of this report. Hopefully it will also show the coherence of those resolutions and the ways in which they are integral to the highest stated purposes of this college.

Concordia College, like every responsible college, is alert to the expectations of those associated with her. These expectations arise variously from the commitments of the college's founders and leaders, from historical associations of the college, from the roles other well-known colleges have assumed, and from ways that the college has chanced or chosen to advertise herself.

These expectations, while they are daily registered with some of our administrators, are all too often only vaguely recognized by many of us. We are well enough aware of our own expectations for the college but unfortunately forgetful of the variety of expectations which are the context for the college as a whole: the college is expected to provide appropriate professional training in certain areas, to provide training requisite to assuming positions in graduate or professional schools. It is expected to provide something more and something qualitatively different from what can be had in high schools and in public institutions of higher education. It is expected that the college provide normal opportunities for socialization of students, dating, entertainment, and various activities. The college is asked to give expertise on the one hand, breadth of background and general literacy on the other; to spur and discipline creativity, provide great learning experiences, provide great aesthetic experiences, and meaningful religious experiences. The college is expected to provide answers to perplexing personal, religious, and moral-philosophical questions. It is, as well, expected to teach the documents and traditions of the Church, to instill reverence for and exercise her students in the practices of the faith. It is expected to instill habits and to reinforce moral codes valued by society. The college is expected to be the cutting-edge for social consciousness and reform. It is asked that the college be a research center, an employer, a parent, a friend, and indoctrinator of religious, moral, or political ideals. It is expected to be a business and a home. The college is expected to pursue prestige, be it in the performance of artistic or athletic enterprises, in the post-baccalaureate performance of her graduates, or in the reputation of its faculty. The college is asked on the one hand to be committed and single-minded. On the other hand we very legitimately expect that it be diverse; that it be "all things to all people."

Pressure to make clear what the college "stands for" comes not only from outside sources. Such pressures are common to other kinds of institutions as well. But there is a peculiar need for a college to be a community, hence to see its own identity. A real identity is a necessity for the survival of a small college; it is a necessity if the college is to be seen in a world of expanding multi-versities. A sense of community is necessary as well for students--students need to be able to identify themselves with their college. When students cannot with pride do that, then that college is in serious trouble.

We, of the commission, think a discussion of this college's goals to be an important part of this college-wide curricular re-evaluation. It is well for us to consider what things are implied in the fact that Concordia is a college, a liberal arts college, and a Christian liberal arts college.

Concordia is a college. One might be tempted to think that nothing of importance is implied by that obvious fact, but that is not so. The aim of a college is to educate. Hence, the main concern of a college must be directed toward the educational changes effected in her students. There may be other attentions as well but they must never replace the educational development of students as the pervasive concern. Wherever the desire to turn a profit, to build an academic empire, to impress the public, to provide security or opportunity for staff or to insure the maintenance of the status quo occurs at the expense of the students' optimal educational development, the college, as a college, is failing in her most general task.

Of course, not all the changes that occur in students are affected by the college. The student moves in other circles of influence as well. It is obvious that not everything the student learns is taught him in the college context--the boundaries between the development occasioned by the college (both on purpose and by the way) and that development occasioned by public media, home, and other extracollegiate experiences can never be drawn. But it is also true that there is no area of student development that is automatically outside the concerns the college may legitimately have for its students.

How, then, do we determine those areas of student development for which this college will assume responsibility? The answer is not to be found in the definition of a college as such. The areas of responsibility are rather determined by conscious choice. Hence colleges differ in emphases. They differ in kinds of students they seek to serve, they differ in educational aims they mean to effect, they differ in instructional 'style,' they differ in directions of energies and in economic priorities, and, as a function of these differences, differ in curricular design.

Let us consider five areas or issues in which collegiate policies vary widely. In abstracting each of these issues in turn, and by initially polarizing the alternative positions, we have constructed caricatures of ten colleges. (Some of them may bring to mind colleges of your acquaintance.) The characterization of these polarized programs will provide us not only with a context of alternatives, but hopefully with a vocabulary within which we can then define the particular course of this Christian Liberal Arts College.

Issue A. Academic Requirements

1) The student designed curriculum of Freedom/Responsibility College: This college has no academic requirements. Each student is responsible for designing his own course of study. The institution offers as an apology for such a

program that they would teach their students responsibility, and that students can assume responsibility for their educations only if they be allowed freedom to err.

Such a program is defensible only if there is reason for confidence that the majority of students will not err the majority of the time. It is responsible if, for instance, the students have parents who can stand as models of what it means to become educated. It is responsible also if the students are highly motivated, either by their maturity or by peer-pressure to pursue some of the traditional 'marks of education.'

2) The faculty prescribed program of Requirement College: This college has prescribed very nearly the entire course of study for its students. Outside of the fact that the student may choose a major, almost all of his courses are required. This institution argues that students are very poor judges of what their own best interests are and are particularly vulnerable to some particular temptations. This college takes as its goal the providing of the student with as much of the requisite skills, information, and disciplines as time allows.

Such a program is defensible in situations where the student has no readily available model of an educated person, or where there are good reasons for producing students with identical educational experiences. It is a responsible program, perhaps, where the students' parents are uneducated and oriented to goals quite other than those the college hopes to effect. The program is defen-

> sible, moreover, in cases where it has been demonstrated that the students are not appreciably less motivated in prescribed courses than they are in situations that they have chosen for themselves.

Concordia has recognized that her student body is diverse. Entering freshmen vary greatly in high school training, kinds of families, and in general sophistication. We have rightly thought this to be a good situation. But it does place the college in something of a dilemma on the issue of requirements and electives. We recognize that a system of requirements that may be genuinely confining to some may yet be hazardous to others.

Given the diversity in motivation and sophistication of our student body, there are three main directions we might go. First, we could provide for them individually, either prescribing or letting them design their own program of study as their maturity allows. This course has one great impracticality: we have no way to confidently measure maturity unless it be the students' good sense to choose for himself what we would have chosen for him. The program would as well have serious consequences for the morale of those students for whom we prescribe studies. Second, recognizing the diversity of our students we might steer a middle road, suited perhaps to our 'average' student. Were this to be our course we must be kept aware of the changing character of our student body. Third, we might prescribe a minimal curricular structure for all our students and then make a serious effort to direct our students' attention to the value possibilities resident in the rest of the curriculum. This latter direction seems most advisable.

We must make good on the much publicized claims of small colleges to give individualized attention to students. We must, in other words, take our advisement roles much more seriously, realizing that students have a variety of concerns and questions. We must avoid the tendency to mechanically grind out student schedules, without occasioning some questions in the student's mind about his own educational development. We must make much more of the opportunity to orient our students to the aims as well as the mechanics of our liberal arts curriculum. We must frequently make curricular means and ends the subject of college-wide reconsideration. We must pursue curricular evolution to match our constantly evolving situation and student body.

Our aim is twofold. First, we do want to produce a person who does take education to be a personal responsibility. We desire that a person should pursue course work and independent study because he sees it to be in his interests to do so, and not because we make him do it. Only such a self-moved student will pursue his own education as a lifetime task. On the other hand, we occasionally hear students express thankfulness that they were required to do something which proved to be of great value; something which, left to their own devices, they would have avoided. It is sometimes argued that students are poorly motivated wherever something is required of them; that a prescribed course is regarded as a hurdle, and something to get out of the way. This is undoubtedly true in many cases. But we all know that it is just as true that students can be, and often are, well motivated in required courses and that they can therein accomplish those very ends in virtue of which the courses were prescribed.

We believe that the problem of motivation is not solved by removing requirements. We believe that the requirements that a college sets down should function not only as a means to educational development, but that they should stand as a model, for both students and faculty, of the educational development the college is trying to effect. We recognize, moreover, that motivation is a serious problem, but a problem best solved by a rigorous program of orienting students toward the aims of liberal arts education.

Issue B. Kinds of Teaching. There are at least three different kinds of educational situations to which we give the name teaching. We will distinguish them here by naming them respectively, training, indoctrination, and instruction.

Training is a method of shaping intelligent habit (i.e. a habit that we know When and when not to employ). Hence the teaching of occupational skills and routines falls under this heading. Training is part of the teaching of every field since there are certain habits of mind or routines of organization that are requisite to mastering any discipline. It is a mistake, however, to equate the teaching of a discipline with the teaching of its techniques. Consider then the caricature:

> 1) **Training College:** This institution aims to develop those skills needed for immediate job employment, and to develop them as efficiently as possible. It does not believe in wasting its time in non-vocationally oriented subjects. Extreme cases of such institutions are barber colleges, or business colleges, but programs devoted expressly to training (nurses' training, teacher training) may also have such emphases. We in no way mean to give a negative value to such programs, but merely wish to point out that their teaching technique may not be any more desirable for our institution than ours would be for them.

Indoctrination is a method of teaching appropriate responses. It is a teaching of, and occasionally an apology for, a certain set of answers without a rigorous consideration of what the criteria for truth are in that particular case. Indoctrination does not inquire into the kinds of evidences, the relationship between evidences and judgments nor into the criteria for truth, acceptability or truthfulness of a given subject. In other words, indoctrination avoids teaching the structure and criteria of knowledge in a discipline. It teaches the answers without a thorough discussion of what constitutes either a problem or an answer in that field. Consider the caricature:

> 2) Indoctrination College: This institution aims to develop students who know the answers, that is students who assent to a set of propositions determined in advance. The student's progress toward this goal can always easily be measured by objective tests; we need only find out whether he knows the answers or not. The examinations, on the other hand, need not measure whether the student has any reasons for thinking these answers to be right.
>
> We need not think of indoctrination only in political or religious terms. Indoctrination can occur wherever we teach answers to the neglect of teaching what it is that constitutes an answer. Indoctrination is a temptation in any field where orthodoxy is a virtue, hence, for nearly every collegiate department.

Instruction is the teaching of the evidential structure of a discipline. That is, instruction makes clear the relationship between a judgment in a given discipline and the evidences for that judgment. Instruction in literature, for example, would not merely provide characterizations and analyses of works. That kind of teaching of answers, by itself, is indoctrination, and requires only that the student memorize the characterizations given by the professor or by the authoritative textbook. Instruction in literature always makes clear what the relationship between the facts of a work and critical judgments or characterizations of it must be. It teaches both the methods and criteria for legitimate judgment. Instruction in history, to take another example, makes clear what the evidences for historical judgments are and how one goes about making such judgments. Instruction in the sciences makes clear what it means to have adopted a theoretical language and what kinds of things are data for that science. Instruction in philosophy or religion makes clear the senses in which moral, metaphysical or theological statements are validated or otherwise justified. But an emphasis on instruction does not mean merely a course in methodology and epistemology. Rather it is a course which presents information and details facts, but does this along with a pervasive asking of the question, "How do we know that these things are true?"

Instruction explains the role of special abstractions, vocabularies, and observation techniques in the structure of a discipline. It includes discussion of the relation between theoretical structure and data, and discussion of the kinds of things that are, and are not, facts in a given discipline. Instruction involves, in other words, an awareness of the presuppositions of any discipline. A "wrong" response entertained on the best available evidence is better, as a product of instruction, than the "right" answer learned by rote. Answers taken on authority, learned by rote, memorized as question-responses are the fruits of indoctrination. Instruction, on the other hand, would develop the student's ability to think through a problem and find answers, employing those patterns of analysis characteristic of each of the disciplines and appropriate to the subject matter or problem-context being studied.

The central teaching aim of Concordia should be instruction in all the disciplines offered. This is in keeping with our claim to be a liberal arts college. Concordia need not cease offering those training programs that our curriculum now includes, but we must never allow them to occupy an exclusive place in any student's course of study. Training and instruction can be integrated into the same curriculum. Indoctrination, on the other hand, can be allowed only as a temporary teaching tactic. It cannot be allowed as an educational aim in a liberal arts institution. Indoctrination binds a student both to a certain set of prescribed responses and to the question/response situation. Instruction, on the contrary, fits a student for free inquiry.

Issue C. Specialization or General Education?

1) Specialization College: This college aims to produce students most advanced toward the culmination of some specialization. The college boasts of being able to guarantee advanced placement for many of its graduates in graduate and professional programs. It includes it its major sequences courses ordinarily found in graduate school offerings. This college is identified by its long, sequential major programs. It explicitly encourages students to decide their major fields early, even before entering college, to insure their completion of the college's major sequences. The institution argues for their program by pointing out that knowledge is increasing so rapidly in all fields that one needs all the time he can get to master it. Specialization seems to be the vocational keyword for our time. And specialization is possible only through curricular concentration and optimal use of education time.

2) Generalization College: This college has no recognizable departments as such, and no major programs. The curricubalar program is designed to cover every discipline in a basic way and to provide breadth of exposure and general literacy in all fields. This college also points to the fact of increasing specialization, but concludes that the

> abundance of specialists and the dearth of generalists is one of the serious problems of our time. Not only do we need professional generalists in government, journalism, education, etc., but we need a general population acquainted with a large number of specialties and able to evaluate those specialties' various claims.
>
> Moreover, the college argues that education for vocational specialization is doing a disfavor to the students. The necessity for specialized jobs in a given area might disappear completely as new techniques, automated devices, and computers are more fully developed. Special fields will doubtless change substantially several times in one person's lifetime. The most valuable vocational asset will be adaptability, not technological expertise.

College students, likely because of their energy, impressionableness, and lack of identification with fixed societal roles, are amplified exhibits of the unrest, lack of confidence, and angry impotence felt by many of us confronted with an increasingly complex world. These feelings are particularly acute for those of us who try to be learners.

The sheer weight of knowledge media, new discoveries, new techniques, new jargons, inflicts a paralyzing effect on the learner. It inflicts, in fact, a sense of intellectual impotence. The world is seen as innumerable disjunction; isolated parts each under the auspices of some team of experts. The possibility of comprehensive knowledge is admittedly a thing of the past. But the psychological impact of that impossibility is just beginning to reach us. We are recognizing more and more that with the proliferation of knowledge there has come a diminishing of understanding. This recognition of the inverse relation of knowledge and understanding has upset Western man's traditional intellectual confidence. There is a growing mistrust of traditional disciplines and the knowledge they generate. This mistrust manifests itself in the somewhat mis-stated complaint about the 'irrelevance' of the disciplines and the courses that teach them. Despairing of the possibility of understanding, students have turned their energies to 'involvement' and 'raw experience.'

The disciplines are removed from understanding also by the fact that the languages of those disciplines and the academic organizations which embody them are discrete. Hence, we seem here to have an inverse relationship between knowledge as generated by the disciplines and communicability. The specialized languages and the abstraction, the very things which make our disciplines possible, also seem to make meaningful communication between artist and critic, scientist and politician, or even between scientist and scientist, impossible. Hence, 'abstraction' is increasingly becoming a pejorative term. Concreteness, on the other hand, is worshiped.

The educational community has not made it sufficiently clear to students what they are abandoning when they abandon abstraction and the often peculiar languages which effect it. We will not solve the problems of having our specialized knowledges run away from us by denying their importance or 'relevance.' That they are relevant is indexed by the havoc that many of them can, and some do, work on individuals, nations, races, and on our environment. Dropping-out, or in more precise terminology, a return to pre-abstractive experience, is not a defensible course to take. Rather we need a concerted educational effort to effect some kind of understanding, to see the disciplines in perspective.

Concordia College is a liberal arts college. As such the college should be committed to occasioning an understanding of the disciplines. One thing necessary to developing this understanding is a rather thorough pursuit of at least one discipline. One cannot claim to know a discipline well until he has worked in it for some time. We conclude, therefore, that a somewhat concentrated study of one field is requisite to understanding the nature of disciplines in general. We conclude, in curricular terms, that Concordia's traditional insistence on a major for graduation should be continued.

Another thing necessary to developing this desired understanding is a recognition of the ways in which a given discipline or specialty relates to or differs from other disciplines. One cannot claim to know any field unless he knows the boundaries of applicability and the peculiarities of technique characteristic of that discipline. A person who supposes that his specialty is the only way of doing things does not understand the nature of disciplines as such. The avoidance of that kind of narrowness must be one of the educational aims of any liberal arts college. We conclude that a breadth of exposure goes far toward increasing a person's understanding both his own specialty and the alternative disciplines.

The most acceptable alternative to specialization is not, therefore, the generalism characterized above. Rather it is an educational development which integrates specialization into a context of other disciplines and modes of expression. The aim is to pursue one discipline with some thoroughness and to see it as one discipline, and hence as one set of abstractions and methods, among many. The aim, in other words, is to see our major discipline in the perspective of other disciplines and in the context of a full life. We conclude that our curriculum design should include the requirement of major programs for all students, distribution requirements which provide an acquaintance with other disciplines, and the curricular opportunity for integrating disciplines to each other or to pervasive problems or interests.

Issue D. What Is Taught, Information or Methodology?

1) Information College: This college aims to provide the maximum information in its courses. The curriculum consists therefore predominantly of survey courses taught in the most efficient mass-lecture manner. Departmental divisions are made according to subject matter and core requirements are supposed to cover the very minimum of information requisite to becoming an 'informed' citizen.
2) Methodology College: This college emphasizes the teaching of the methods of the disciplines. Its history courses, for example, teach the techniques of historical research, judgment and reporting. Its literature courses, for another example, teach the student how to analyze a text rather than providing him with ready-made analyses.

Instruction, as defined under Issue B. above, never allows the mere transference of information. Instruction involves a discussion of the methodology of a discipline; a realization that what constitutes a fact in one discipline may not constitute one in another. Moreover, it is an explicit recognition of the fact that abstractions are being made and that the discipline rests on the acceptance of certain definitional or methodological assumptions. A merely informed person becomes uninformed as soon as the information he possesses becomes dated. If the person has not mastered the discipline itself he will never be able to advance the boundaries of knowledge. Neither will he be able to evaluate other, and perhaps contradictory, informatinn which demands his attention as others expand those boundaries. The merely informed man in any field is therefore already far behind. More seriously, a merely informed man will not know how to cope with basic conceptual shifts which may necessitate the reinterpretation of all the facts constituted in the discipline. In short, while there is advantage to providing students with information, we must always provide them with the ability to discover and evaluate that information for themselves.

Issue E. Socialization and Moral Training.

1) Intellectual Skills College: This college is devoted solely to teaching the academic disciplines. It is defined negatively insofar as it denies any responsibility for the social or personal development of the student.
2) Socio-Personal College: This institution emphasizes those aspects of collegiate life which contribute most to the development of socially acceptable, socially comfortable, personally mature students. It may on the one hand devote considerable energy to the creation of a healthy social climate and the engendering of the social 'graces.' On the other hand, it may consider the whole task of education to be therapeutic, and the main aim to be helping the student 'find himself.'

One goal of liberal arts education is certainly to know one's self. Another is to understand and find one's place in society. We firmly believe that such goals can, in large part, be gained by appropriation of the various disciplines. Not all disciplines, of course, have the same kind of societal or personal-life relevance. We know ourselves or society only when we can recognize causal relationships or patterns in each. We recognize the latter only when given requisite vocabulary and patterns of analysis. We feel at home in the world only when we can see ourselves as effective agents in it. We can value our world only when we recognize the structures of interpretation and textures resident in it. We ought, in conclusion, have a continuing emphasis on social and personal orientation at this college. If we do not we then are neglecting a most significant part of the whole man.

But we ought to be able to direct our attention to these ends without directing it away from our academic program. If the two are divorced from each other there is something seriously wrong with both. The disciplines apart from our social and personal development lack relevance; the latter apart from the former lack intelligibility.

We conclude, in summary, 1) that the curriculum must be so designed so as to provide sufficient know-how for its graduates to assume a variety of roles. The most numerous roles assumed by our graduates upon leaving college are elementary or secondary teaching, further study in graduate or professional schools, and types of executive trainee programs. There are certain skills necessary to almost any position. These skills should be developed in the curriculum in the most efficient ways possible, with a concentration of faculty talent and energy, and avoidance of unnecessary duplication. 2) We conclude that the pursuit of a thorough grounding in one discipline should be one of the central goals of the curriculum. 3) We conclude that an understanding of diverse disciplines, the evidential structures of the knowledges they generate, and their relations to each other, should be one of the central goals of the curriculum. 4) We conclude that the student should be encouraged to take responsibility for his own education. We wish to guard, therefore a part of his curricular time for his elective employment. This should be the third [with 2) and 3) above] major curricular emphasis.

The liberal education provided by Concordia should develop the student's ability-to-know both in depth and in breadth. The development both of know-how and of specialized knowledge should be subordinated to that. The aim of liberal education is not to be able to answer questions, for that is a training for a rather artificial response situation. Where the appropriate stimulus (classroom, teacher, immanent examination) is absent, the response will be absent or pointless.

The issues considered above have clarified the emphases that differentiate liberal arts colleges from other kinds of colleges, and hopefully that differentiate good liberal arts colleges from poor ones.

A liberal arts curriculum should develop the following kinds of persons. a) They should be aware of the suppositions that they or others make. They should recognize the premises and foundations of contemporary orthodoxies. b) They should recognize both the logical and causal implications of their practices and beliefs. c) They should be concerned to integrate their belief systems. They should not be content with unresolved claims between, for example, their political, scientific, moral, or religious belief systems. d) They should be concerned for and be able to test the evidential structuring of beliefs and belief systems. In other words they should have both a passion for truth and know the requisite criteria for judging it. e) They should be able to read well. (This is so much more important as a collegiate goal than being well read.) They should be able to analyze a variety of texts, knowing what they can legitimately expect from scientific, philosophical, or artistic texts, etc. f) They should know the techniques of, and be practiced in responsible research and reporting. g) They should have a basic facility of expression. They should not only display a competence in writing but be able to express themselves symbolically. h) Though not necessarily serious students in any art, they ought to appreciate the creation of value in some medium. i) They ought to display a sympathy for people and an empathy for the symbolic expressions of others. j) They should endeavor to be effective and responsible citizens.

Concordia is a Christian liberal arts college. Does this imply anything for our instructional program? It requires that we present as live options the best and varied traditions and practices of Christian life. This means that we must provide models of the Christian life and that we must seriously face the challenges religion raises to the person, to society, and to the various disciplines as well as face the challenges that each of these raises to religion.

At the same time our commitment to instruction, to the holding of beliefs on appropriate evidence, will not allow us to prescribe the beliefs with which the student should leave college. On the contrary we must encourage the student to understand the claims of his religious traditions and to squarely face the issue of their adequacy, fruitfulness or truth. We must never, as a Christian college, allow the religious life to be forgotten as either a personal, social, or an intellectual issue. At the same time we must never substitute our answers for the heart of liberal education, free inquiry.

CHAPTER III

THE CURRICULUM

The subject matter, and resultant resolutions as adopted by the Curriculum Commission, in these next two chapters follows a rather arbitrary arrangement. In the main, the order is that of legislative priority. However, many of the resolutions and explanations are interrelated, so that while some are addressed specifically to the faculty for consideration, others to the Senate of the Faculty, some to academic departments, and still others to the administration, all should be seen as part of a (hopefully) unified whole. Chapter III deals with our recommendations about the course plan, revisions of core requirement with accompanying suggestions for its administration, expansion of the pass/fail option , and special curricular considerations such as minority studies, interdepartmental majors, and increasing role of student participation in academic planning.

THE COURSE PLAN

There are two overriding considerations which prompt our recommendation of the course plan. One is a desire to reduce the fragmentation of the student's learning effort which occurs under our current system, by adopting a system designed to focus attention in greater depth on a lesser number of courses. Secondly, we anticipate the consolidation of a certain fraction of low credit catalog offerings into half courses or full courses, a consolidation which will have a beneficial effect on the instructional budget. In addition, a variety of lesser benefits may also be realized which will become clear from context.

The dilution of learning effort that occurs when a student's time must be distributed over five, six or even seven courses is obvious to all. The multiplicity of assigned readings, papers, laboratories, and examinations have increased the student work load to the point that 43 percent of our students--a very large fraction--consider themselves "somewhat busier" to "quite a bit busier" than the average Concordia student (Appendix C--1, Analysis of Item #102). Too often students must perform a "juggling act" in which class attendance and/or assignments of some courses must be set aside to meet the demands of others, only to be followed by a reversal of the precess when the first set of hurdles has been cleared. No curricular plan, new or old, can hope to remedy these problems insofar as they result from inadequate planning or lack of motivation on the part of some students. For them, expert counseling, advisement, and the development of personal motivation alone can have a significant effect. However, it is our experience also that mature, highly motivated, and capable students are operating in an academic environment which requires too much to do well in too little time. Their frequent mention of the lack of time for digestion and assimilation of material, for reflective thought, for following up on ideas broached in the classroom, and for relaxation are perhaps the most damning evidence for the situation as it now exists.

The course plan will not be a panacea in remedying all the time pressures currently operative on students. In fact, we freely admit that the removal of too much pressure can be as bad as an oversupply of the same. Most of us function best in the shadow of approaching deadlines and whether we like the idea or not, many of our students also are supported by motivational props based on due dates. We are really speaking of a matter of degree rather than kind. The course plan as we propose it has three distinct potentials with respect to alleviating some of the excessive time demands on students. First, by limiting the total number of courses a student takes in any one semester to four, the number of term papers and examinations per student per semester should decrease (provided faculty do not greatly increase their expectations under the course plan). Moreover, with fewer courses to worry about, each may be pursued in a less harried fashion and we may hope thereby to effect an upgrading of the quality of performance at the expense of quantity of fragmented performance. Second, because only 30 courses are to be required for graduation, a student will have several semesters with course loads lighter than the formal four-course load. Awareness of this fact may result in several psychologically beneficial "cushions" for the student. For example, if a student wishes to start more slowly than normal to ease the transition to college, that option will be open (provided the Selective Service situation changes within the next two to three years). Or, some students who may have great anxiety about taking certain required courses may save some of their "spare time" to go along with these courses. The course plan will also provide more time flexibility for students to remedy their mistakes and advisors to remedy theirs. And, finally, for all students who do not have academic difficulty, there will be "breathing room" in the four-year program to be used to refresh themselves or to be put to special use such as independent study. Third, by a judicious choice of parameters, the absolute number of minutes each student spends in the classroom per week may be moved in a downward direction. Some sample calculations may be useful in showing how this can happen:

If we assume a student average of 5.3 courses meeting 3 times a week in

1968-69, each student will spend 16 55-minute periods in class each week or a total of 880 minutes. Table I below illustrates the number of classroom minutes per week which result when the number of meetings per week per course and the length of the class period are varied.

Table I: Effect of Some Temporal Parameters on Weekly Classroom Attendance by Students.

Total No. of Courses	No. Courses Meeting 3 Times/Week	No. Courses Meeting 4 Times/Week	Total Meetings Per Week	Length of Period (Minutes)	Total Minutes Per Week
4	4	0	12	50	600
4	4	0	12	60	720
4	3	1	13	50	650
4	3	1	13	60	780
4	2	2	14	50	700
4	2	2	14	60	840
4	1	3	15	50	750
4	1	3	15	60	900
4	0	4	16	50	800
4	0	4	16	60	960

If, for example, the normal load were to be four courses, each meeting four 50-minute periods per week, a reduction of 10 percent in classroom meeting time for an average student would result.

Although the number of meeting times per course will probably normalize at four per week, we see no compelling reason to expect that all full courses must fit the same mold. Rather, at this time, the more flexible option of allowing the content and goals of the course to determine the number of classes per week seems desirable. Some current 3-credit offerings might make the change-over effortlessly merely by becoming "courses" meeting three times per week. Other courses may have a content more effectively handled in four meetings--perhaps with the fourth period used for discussion or as a quiz section, etc. Language courses may wish to remain at five meetings per week, and laboratory sciences at three meetings and one laboratory period per week, and so forth. Or some radically new ideas may be entertained. In any case, such decisions can best be made in light of the intensive departmental self-studies which are recommended elsewhere in this report.

The second major reason for advocating the course plan is to achieve some measure of instructional economy. Of the 603 catalog numbers in the October, 1968, Concordia College Record, fully 208, or over one-third, are 1 or 2 credit courses. (For a summary of the catalog study see Appendix C--3.) In the transition to the course system, we must keep the number of these courses which translate into quarter courses to an absolute minimum for two reasons. First, the extensive use of quarter courses will tend to put us back into the same situation from which we are trying to escape--too much fragmentation of a student's learning effort. Second, it is by the elimination or consolidation of a certain fraction of low credit offerings that some of the proposed instructional economies will be achieved. Ideally, one would like to see four 1-credit courses condensed into 1 full course. Given the nature of 1-credit courses this will not always be possible in practice. There appear to be a number of examples, however, where two 2-credit courses could be combined into a full course or two 1-credit courses into a half course. A rethinking of departmental goals and curriculum should produce other ideas as to how further efficiency in the presentation of departmental offerings may be achieved.

The proposed reduction in graduation requirements from 32 courses (128 credits) to 30 courses (120 credits) will also have significant ramifications for the financial well-being of the college. Some alternatives which might result from the reduction of the graduation requirement and the raising of the student-teacher ratio suggested elsewhere in this report are outlined below in terms of the present credit-hour system:

A. Assuming a reduction in graduation requirements from 128 to 120 credits,
   1. Theoretically, credit offerings could be reduced 6.25 percent and, based on '68-69 offerings, a reduction of 4448 credit hours would be possible.
   2. Or, based on '68-69 credit hour costs, a 102,000 dollar (6.2 percent of instructional budget) saving might be possible.
   3. Or, at the same total credit offerings (71,182), and average student loads (15.73 credits per semester), 146 students could be added without increasing staff and at a tuition rate of 1450 dollars, 146 additional students would add 211,000 dollars to instructional income (or about 12.9 percent of current budget).
   4. Or, student loads per teacher could be reduced from 75 to 70 students.

B. Assuming an increase in student-teacher ratio from 15:1 (155 divided by 2340) to 16.5:1 with all other factors held constant,
   1. We could absorb 217 (nearly 10 percent) more students with existing staff and 314,000 dollars in tuition income at 1450 dollars per student (or about 19 percent of the current instructional budget).

2. And average student loads of 75 per instructor would be increased to 83 per faculty member.

C. Assuming a 16.5:1 student-faculty ratio and a 120 graduation requirement, we could theoretically anticipate an economy in the order of 16 percent in instructional input or a 30 percent increase in tuition income.

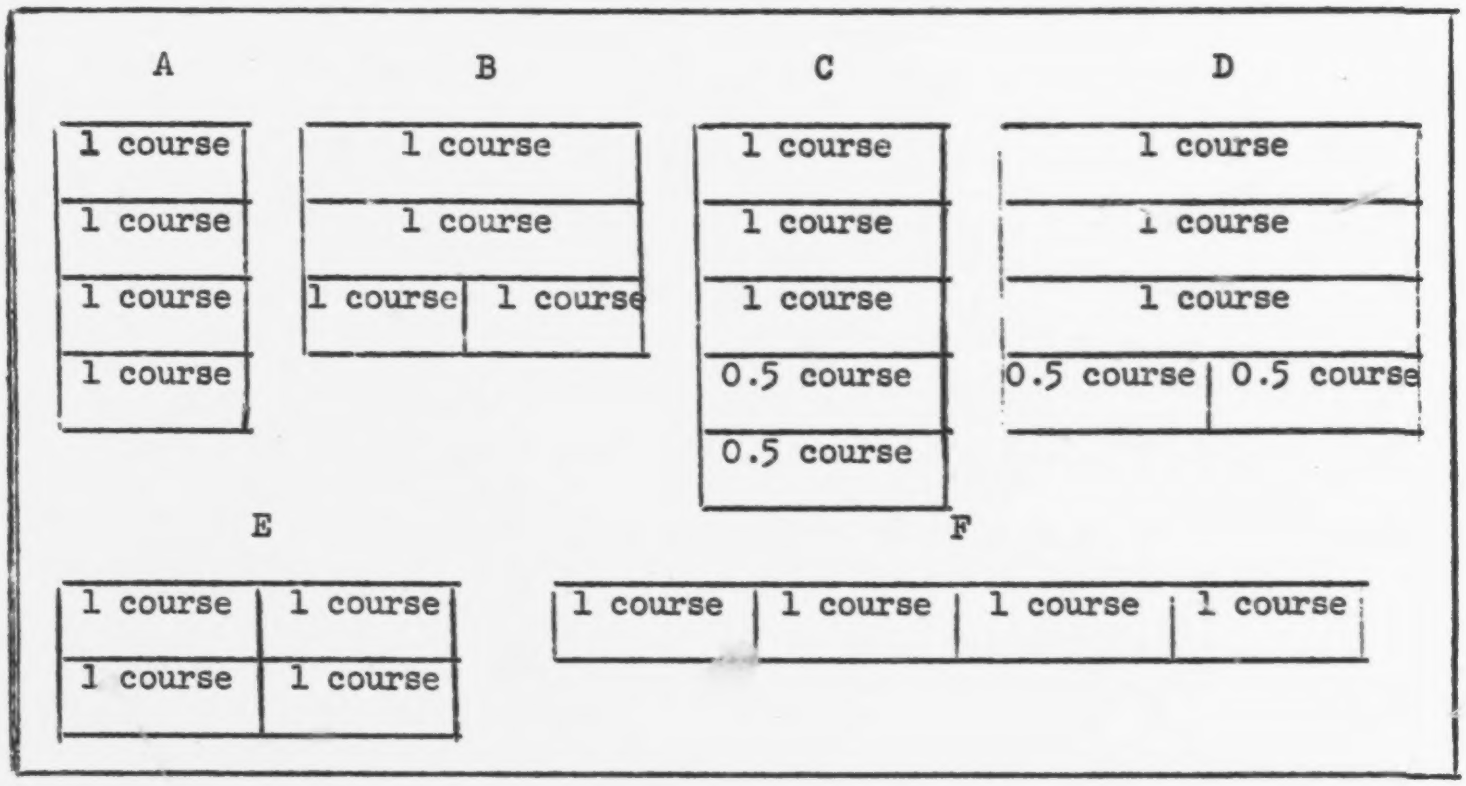
D. Cautions: The above projections are theoretical and are confounded by the distance which separates our calculation from its implementation. For example, it would be rather difficult to convert the credit hour savings gained in a reduction in the graduation requirement into reduced teaching loads or additional student income. There is likely to be a good deal of slippage because of the fact that the changes such a policy would induce are not dramatic enough to cause immediate adjustments in either teaching loads or staff size. This also holds for the second assumption. However, even given these slippage problems, both assumptions hold significant promise and even though the calculations could not be realized, it would be surprising if significant savings were not gained by either or both of these measures.

The average departmental major is currently 30 credits out of a total of 128 required for graduation or about 23.5 percent of the student's academic work. The current core constitutes a maximum of 51 credits or 40 percent of the B.A. degree. This leaves about 37 percent of the student's work as electives. Under the proposed course plan, the normal major would constitute 8 of the 30 courses or 27 percent, and the new core would require a maximum of 11.5 courses or 38 percent, leaving a minimum of 10.5 elective courses or 35 percent. These recommendations are roughly in line with those that exist now. The suggested limitation of 10 departmental courses for graduation is extrapolated directly from our current regulation that "The student may offer no more than 42 credits toward graduation in courses from his major area"

(Concordia College Record, 1968, p. 15) and is meant to prevent a student from spending all his elective courses in his major area of study. Since the percentage of time devoted to elective courses has already been somewhat diminished in the transition to the course plan, we feel that further encroachments upon the elective area by expanded major programs should be accompanied by an increase in the graduation requirement from 30 to 32 courses for students electing these majors. The requirement for 32 courses can still easily be met by carrying four courses for eight semesters and requires no additional terms on campus.

The desirability of the block mode of scheduling is presented in the diagrams that follow:

Table II: Model Student Schedules Under the Course Plan.


A
1 course
1 course
1 course
1 course
B
1 course
1 course
1 course
1 course
C
1 course
1 course
1 course
0.5 course
0.5 course
D
1 course
1 course
1 course
0.5 course
0.5 course
E
1 course
1 course
1 course
1 course
F
1 course
1 course
1 course
1 course

Mode A would be the predominant mode of instruction in most student's schedules in most semesters. Alternative B proposes the inclusion of two full courses taught in an intensive manner for half a semester each. The obvious advantage is that a student carries four courses but has only three preparations. Whether or not such an intensive course treatment would be efficacious to either participating students or faculty is, of course, subject to discussion. It is conceivable that we could tacitly admit that such courses do not, in fact, operate on a strict parity with a normal full semester course (much as we do now for block courses and summer courses) and adjust the content accordingly. If the block mode of scheduling full courses seems desirable, some consideration could also be given to alternatives E and F in which four courses are taken in block mode over a semester.

When half courses are included in the program, several alternative scheduling modes become possible. Alternative C would take us back in the direction of our current credit hour system by proliferating the number of courses a student may take at any one time. Alternative D, in which half courses are taught as intensively as full courses but for half the length of time does succeed in maintaining a limitation of only four courses at any time.

Several additional advantages of block mode scheduling of courses and half courses can be pointed out. First, several semesters arranged as in D could allow exposure for students who want to "shop around" with a greater variety of subject matter (for example, 2A allows 8 varieties, 2D 10 varieties) while at the same time maintaining a constant work load. In addition, the availability of block courses would greatly help students who drop a course somewhere in the first half of the semester to recoup their loss by picking up another half course or full course at midsemester. Finally, alternatives B, E and F would be helpful in conserving available classroom space. Quarter courses should be tightly curtailed both as to number and to the type of study which would be suitable for inclusion in a quarter course format. We view quarter courses primarily as supervised skills courses. A large fraction of our students, for example, take some type of applied music lesson during their college career--some for major requirements and others strictly for personal enrichment. We would encourage this practice by allowing students to carry 4 1/4 courses as a maximum load per semester and to count up to four quarter courses toward the graduation requirement. Likewise we see a need for a quarter course format for physical education which is also primarily a skills course. However, in the case of both applied music and physical education, we recommend that non-majors participating in such courses be graded on the PDF basis (see Pass/Fail recommendations) because it is not clear what level of achievement is indicated by a letter grade due to different initial baselines for students. (Quarter courses need not be taught on the block system).

Some students under the present system desire to undertake heavier than normal course loads for various reasons--generally enrichment, acceleration, or to make up lost ground. Although we have recommended the course plan on the principle of "the greatest good for the greatest number," we have also provided a mechanism in Resolution 8 which will provide for a course load greater than four in individual cases. We would urge departments, however, to provide opportunities for enrichment within their major sequence--perhaps the honors program or independent study--as an alternative to additional course work.

Elsewhere in this report, we have tried to point to areas for unique student involvement within the academic program of the college. We are also well aware that much of the valuable personal experience of students occurs outside the classroom and many of the activities valuable to a liberally-educated person as well. Societies, forensics, drama, musical organizations, college publications, student government, attendance at lecture series, art exhibits, recitals, concerts are all areas of student involvement with considerable learning experience beyond the classroom. At present, a situation exists in which credit is granted for some of these activities but not for others. We recommend that all such participatory activities be allowed to stand on their own merit and that academic credit not be granted for any such activities per se which are not required portions of major programs. We do so for the following reasons:

1. We lack the wisdom of Solomon and the patience of Job to attempt to unravel which activities are more valuable than others and should be granted credit. Nor are we prepared to grant credit in a blanket fashion for participation itself without any evidence of the quality or quantity of that participation.
2. We believe that much of what is good and rewarding in life comes of the giving of one's self to meaningful and enjoyable avocations without concern for "monetary" reward. The discovery and culture of such avocations is part of college education. The course plan will provide more leisure time to participate in the extra-classroom activities of the college for all students. To hold out the "carrot" of academic credit before students to get them to participate seems inappropriate.
3. Finally, mechanisms already exist by which students who are sincerely interested in doing some outside the classroom work for credit, may accomplish this goal. For example, participation as a page in the N. D. Senate is of itself we feel a rewarding learning experience. However, if a student should desire credit, he might approach a member of the Political Science department and make arrangements to prepare a paper on an independent study basis which could be based on his work in the Senate. Arrangements here are limited only by the imagination of the student and the willingness of faculty mem-

bers and/or departments to accept ultimate responsibility for supervision of the program.

> (Minority Report: One member of the Commission disagreed with the statements on not giving credit for participation programs, and submitted the following:
>
> > We recommend that credit be granted to educational activities that are clearly instructional situations. We consider faculty taught, supervised and evaluated performances in musical groups (choirs, bands, orchestras) to be included in this group of activities.)

Some Implications of the Course Plan for Faculty Loads

Naturally we are all interested in how the course plan might affect us individually as teachers. It is not possible at this time to make a definitive statement about loads because we have not recommended a specific period length in minutes and because we have left the option open for individual courses to deviate from the standard four meetings per week mode. However, we can compare the current load with some alternatives that might result under the course plan and thereby get some idea as to how future decisions about these matters might affect faculty loads.

A. Contact Time per Week

Assume, on the average for 1968-69, 10.21 55-minute class periods per week per faculty member. This load results in 562 minutes per week of classroom contact time.

In Table III are presented the classroom contact minutes per week that would result from various combinations of course load, meetings per week, and length of meeting time. Within each subgroup labeled 2, 2.5, and 3 courses, the first entry is based on 3 meeting times per week per course, the last on 4 meeting times per week per course and the intermediate entries on combinations of courses with some meeting 3 times and some 4 times per week. From the table we can see, for example, that if the average faculty course load over the academic year were 2.5 courses and the usual course mode four 50-minute periods per week, the weekly contact time per faculty member would be 500 minutes compared to the present 562 minutes.

Table III: Faculty Load as a Function of Some Temporal Parameters.

No. of Courses	Total Meetings Per Week	Length of Period (Min.)	Total Classroom Contact (Minutes per week)
3	9	50	450
		60	540
3	10	50	500
		60	600
3	11	50	550
		60	660
3	12	50	600
		60	720
2.5	7.5 $\frac{(9+6)}{(2)}$	50	375
		60	450
2.5	8.5 $\frac{(10+7)}{(2)}$	50	425
		60	510
2.5	9.5 $\frac{(11+8)}{(2)}$	50	475
		60	570
2.5	10 $\frac{(12+8)}{(2)}$	50	500
		60	600
2	6	50	300
		60	360
2	7	50	350
		60	420
2	8	50	400
		60	480

B. Student Load per Faculty Member

1. 1968-69 Student Load

The average student load per faculty member per semester is between 80 and 85 depending upon the method of calculation.

$$2{,}340 \text{ students} \times \frac{5.3 \text{ courses}}{\text{student}} = 12{,}402 \text{ student registrations}$$

$$\frac{\text{12,402 student registrations}}{\text{155 full time equiv. faculty}} = 80 \text{ student registrations per faculty member}$$

2. Course Plan

With a four-course plan, the student load per faculty member would be between 60 and 65 or a reduction of 24.5 percent in student registrations.

2,340 students X 4 courses = 9,360 student registrations

$$\frac{\text{9,360 student registrations}}{\text{155 full time equiv. faculty}} = 60 \text{ student registrations per faculty member}$$

If the increase in student teacher ratio recommended elsewhere in this report is enacted, the theoretical reduction will not necessarily be effected.

Earland Carlson, reporting on the success of colleges that have adopted the course plan confirms that "the theoretical features can be achieved over a period of time." Included in the by-products of such a change-over are not only the necessary economy of instruction and the increase in the amount of study-time for the student, but also an increase in library use "by as much as one third in one semester." The course plan, of course, requires "the solid support of . . . the faculty," and it is easily granted that "faculty and students alike find adjustments are necessary to the academic pace of the course plan." But the effort seems certainly worth it, and the gains for students, faculty, and institution so considerable as to be incapable of being ignored.

RESOLUTIONS: THE COURSE PLAN

Resolution 1: That four courses per semester be considered a normal load for all students and that the college no longer count credit hours for graduation but substitute instead, courses.

Resolution 2: That the college authorize the existence of three types of courses:

- a. Full course--the basic unit which generally runs for the duration of a semester.
- b. Half course--a course whose content and work load are clearly recognizable as only half of what a full course requires.
- c. Quarter courses--although we recognize the need for such courses for special purposes, the number and use of such courses both by departments and students should be severely restricted.

Resolution 3: That in the transition to the course plan, every effort be made by departments and the Faculty Senate either to eliminate low credit catalog offerings or to consolidate the content of several such courses into half courses or full courses.

Resolution 4: That no necessary condition exists for requiring that all full courses meet the same number of periods per week. Rather, each department, after appropriate review of its curriculum and goals, shall recommend to the Faculty Senate the number of meeting times which will accomplish the desired instructional purpose for each course. It is anticipated that most courses will meet four times per week.

Resolution 5: That the normal number of courses required for graduation be 30 semester courses or equivalent. A student will be allowed to present as part of this 30-course requirement four one-quarter courses in areas not required as part of his major program.

Resolution 6: That no more than 8 courses in a given department be required for a major and that no more than 10 courses in a given department be presented by a student toward the graduation requirements. Deviation from these norms, which may arise as a result of special departmental problems (notably accreditation), must be approved by the Faculty Senate. Further, we urge that the number of supporting courses outside of the major field which are required by a department of its majors be kept to the necessary minimum, and that such additional requirements also be approved by the Faculty Senate.

Resolution 7: That all half courses and some full courses be taught on the "block" scheduling system to take full advantage of the time-saving effect of the course plan.

Resolution 8: That the Committee on Academic Regulations and Procedures consider 4 1/4 courses as the maximum course load, and that all student requests for programs larger than 4 1/4 courses per semester be directed to this committee for review on an individual basis.

Resolution 9: That we encourage students to enrich their total educational experience by participation in the co-curricular programs of the college, particularly in light of the more manageable work loads that should result from adoption of the course plan. We recommend that participation in such co-curricular activities not be granted academic credit per se. However, we urge departments and individual faculty members to 1) draw attention to existing course offerings suitable for earning academic credit in non-classroom activities (e.g. seminars, independent study) and 2) seek flexible and creative ways in which students may accomplish the academic goals of other existing courses.

THE CORE CURRICULUM

The primary basis for the following recommendations is found in Chapter II of our report. Therefore, we recommend the adoption of the following core curriculum requirements for the A.B. degree:

I. Skills Requirements.

A. A student must take a sequence of two courses in his freshman year designed to develop skills in the areas of composition, argument and inference, research and reporting.

This two-course sequence would be the responsibility of a standing committee composed of one representative from each of the departments involved in staffing the course. The department most largely involved will, of course, be English. The departments of Speech and Philosophy will likely be involved given the argument and inference emphases. A variety of other departments might conceivably be involved in teaching research and reporting techniques. The membership of the committee will be appointed by the administrative officer in charge of the core curriculum (see Administration of the Core, chapter III). The chairmanship of the committee will be a two-year tenure, held on a rotating basis among the committee's membership.

This course should employ both as large lectures as facilities permit and discussion classes of 20 to 25 students, the students' time being evenly divided between each of the teaching situations (cf. the explanations and resolutions regarding "Varieties of Learning Experiences" in Chapter IV).

It is assumed that freshmen would take this requirement as a one-year sequence of two courses. This would facilitate the designing of the sequence as a whole. Exceptions to the taking of this requirement as a one-year sequence will doubtless, due to individual circumstances, occur. But such exceptions are to be discouraged, and are certainly not to be planned.

B. A student must demonstrate competence in one foreign language, equivalent to that ordinarily expected from a sequence of two college language courses.

We expect that this competence will include the reading and writing of the language and, where appropriate, conversing in that language. The more precise determination of that competence, and the responsibility for examining that competence (current proficiency examinations may serve here), shall be tasks for the departments concerned. It is implied in the wording of the requirement that only those languages in which college courses are offered are acceptable in fulfillment of this requirement. We assume class size would remain similar to that which presently exists.

II. Distribution Requirements.

A student must take at least four courses, one from each of the course sets found under the divisions which are not the division of the student's intended major. A student changing his major late in his career is not exempted from this requirement. Such a student will likely, at most, have but one course to make up since any course he would have pursued toward his earlier major would filfill the requirement for one of the course sets. Students majoring in departments other than those listed in the course sets are required to take one course under each of the six course sets. (The departments involved are Business Administration, Business Education, Home Economics, Elementary Education, and Physical Education.)

The divisions and course sets are as follows:

Division A: Quantitative and Life Sciences.

Set 1. Mathematics or Quantitative Science. (e.g. courses in mathematics, statistics, chemistry, physics.)

Set 2. Life Science. (Biology, physiological or comparative psychology.)

Division B: Society and Civilization

Set 1. Societal Causality and Social Organization. (e.g. courses in sociology, social psychology, economics, political science.)

Set 2. Foundations and Premises of Civilization. (e.g. courses in history, history of religion(s), philosophy.)

Division C: Arts and Language.

Set 1. Literature in English. (English)

Set 2. Fine Arts. (Art, music, drama)

The departments will design courses (individually or on a cooperative basis) which may be taken in fulfillment of these distribution requirements. Course designs will be submitted to the Committee on the Core (see Administration of the Core, in this chapter). This committee is charged with reviewing core course proposals with the aim of guaranteeing that the purposes of the core are fulfilled, that unnecessary proliferation of offerings be avoided, that existing staff and resources be optimally employed. We foresee an evolution of core courses occurring as a function of changes in staff and other resources and as a function of departmental initiatives directed toward the development of new options.

The courses offered in fulfillment of the distribution requirements may be, but on the other hand as much as it is economically feasible should not be, the initial courses of a major sequence. These courses may have prerequisites in some cases (e.g. those listed as psychology offerings), although it is expected that the majority of them will not. (This is to be determined by the Committee on the Core in consultation with departments concerned. See Administration of Core, chapter III). It is expected that courses offered in fulfillment of distribution requirements will a) exemplify the kinds of readings, reading skills, research and reporting techniques, vocabulary, problems and problem-solving techniques indicative of the disciplines concerned. b) It is expected that these courses represent the best the departments have to offer in attention to their design and conscientious staffing.

It will be noted that offerings by the Psychology Department appear as recommendations in two course sets in two different divisions. We intend that the student majoring in psychology shall determine whether his pursuance of that major places him in the division of life sciences or social sciences in light of his interests and career intentions (e.g. a student in pursuit of an M.D. would likely make the former identification, one pursuing a career in counseling would likely make the latter).

III. Integration Requirement.

A student must take a seminar course in his Jr. or Sr. years from among a group of courses designed to relate a discipline to personal or societal life in general, or to integrate various disciplines with each other.

Courses offered in fulfillment of this requirement may not be taken as part of a major sequence. All departments are encouraged to design courses under this heading. It is expected that these offerings may change often and that, as well, some of these courses will duplicate courses already being offered. (Some of these courses may be "ad hoc" courses designed to employ current student and faculty interests. Others might be student-initiated seminars, employing faculty on a voluntary and advisory basis. The majority of integrative seminars will be regular departmental courses. All courses offered in fulfillment of this integration requirement must be submitted to the Administrative Committee of the Core and evaluated by the same strict criteria applied to core courses appearing under the other rubrics.) (Also see Varieties of Learning Experience, chapter IV.)

IV. Religion Requirement.

A student must take one course in religion in either his freshman or sophomore years, and must take one course in religion in either his junior or senior years. This requirement may not be met by courses in religion taken to fulfill requirements II:B or III given above.

The responsibility for design of these courses shall be that of the religion department. The machinery for review and approval shall be the same as that used for courses offered under the distribution requirements.

V. Physical Education Requirement.

A student must take two quarter courses in physical education.

The courses in physical education should be designed to show the student the importance of physical exercise for health. It should, as well, expand the student's awareness of exercise opportunities and it should develop interests in and habits of exercise that the student may pursue throughout life.

The absence of any statement to the contrary implies that these two quarter courses are credited toward graduation requirements. Students with health problems or physical disabilities will, of course, be exempted from any activities considered by their physician to be hazardous. The PDF grading system will be employed for all students except those using these courses as part of a major sequence in Physical Education. (see Pass/Fail, chapter III.)

We have already stipulated that requirement I.A. be taken during the freshman year, and that the religion requirement, IV., be divided between lower and upper-class years. We would also stipulate that the integration seminar, III, be restricted to the upper-class years and that it be restricted until the distribution requirements have all been met. We recommend the following schedule for the distribution requirements: that the courses of Division A be taken in a student's freshman year and that the course under Division C, Set 1, not be taken in the freshman year.

Descriptive titles or brief explanations of intentions or content of courses has been provided for some of the required courses or course sets. In the case of others, however, the titles reveal little about the courses themselves. We would like, therefore, to provide the reader with some of our thinking about the function and design of these courses or course sets. These should be regarded only as models and should not be construed as prescriptions to departments concerned.

Division C. Set 1. Literature in English.

The title wishes to distinguish this course from a study of English Literature per se. The aim of the course is to teach the discipline of literature. It may use works of various periods and national origins but need not pretend to be a survey. It should teach how one goes about reading literature of different kinds, prose fiction, drama, poetry. It should provide the student with a fundamental vocabulary and conceptual network for critical reading.

The course will normally be the responsibility of the English Department, but other departments (Foreign Languages, for example) may wish to also offer courses under this rubric. This is not to be discouraged as long as the offerings do use the genre approach and do emphasize the general discipline of literature. Courses in literature emphasizing period literature, or a national literature, should not be offered as options here.

Division C. Set 2. Fine Arts.

Included in this course set may be a great variety of kinds of courses, from studio classes to mass lectures. We would hope that large lecture courses (already successful in art history) might also be designed for music and theatre. We expect that such courses would be enhanced by the employment of a variety of instructional media in such courses (films, tapes, records, slides, TV, etc.).

RESOLUTION: THE CORE CURRICULUM

Resolution 10: That the following core courses, as described in Chapter III of the Curriculum Report, be required of all students for the A.B. degree:

I. Skills Requirements.

A. A student must take a sequence of two courses in his freshman year designed to develop skills in the areas of composition, argument and inference, research and reporting.

B. A student must demonstrate competence in one foreign language, equivalent to that ordinarily expected from a sequence of two college language courses.

II. Distribution Requirements.

A student must take at least four courses, one from each of the course sets found under the divisions which are not the division of the student's intended major. Students majoring in departments other than those listed in the course sets are required to take one course under each of the six course sets. The divisions and course sets are as follows:

Division A: Quantitative and Life Sciences.

Set 1. Mathematics or Quantitative Science.

Set 2. Life Science.

Division B: Society and Civilization.

Set 1. Societal Causality and Social Organization.

Set 2. Foundations and Premises of Civilization.

Division C: Arts and Language.

Set 1. Literature in English.

Set 2. Fine Arts.

III. Integration Requirement.

A student must take a seminar course in his Junior or Senior years from among a group of courses designed to relate a discipline to personal or societal life in general, or to integrate various disciplines with each other.

IV. Religion Requirement.

A student must take one course in religion in either his freshman or sophomore years, and must take one course in religion in either his junior or senior years. This requirement may not be met by courses in religion taken to fulfill requirements II:B or III given above.

V. Physical Education Requirement.

A student must take two quarter-courses in physical education.

ADMINISTRATION OF CORE REQUIREMENTS

Chapter II of our report was an attempt to define the goals of Concordia College, to state therefore the role of liberal education in an institution such as ours. A statement of goals, with its accompanying translation into core courses, is therefore an account that attempts to design the student's introduction not only to areas of knowledge but, more importantly, to structures and relationships of various kinds. What constitutes fact in various disciplines, how facts may lead to interpretations of experience, how interpretations may be formalized into methods of inquiry and of proof, how ultimately such methods are part of various systems of knowledge and are basic to various kinds of action and of belief--this kind of curricular design is basic to our purpose, as of course it is to similar structures proposed in the literature (e.g., cf. McKeon, item # 67; Bell, item # 400; Barzun, item # 554).

But it seems to us that a statement of goals without attention to implementation is capable of implying irresponsibility. It is apparent to us that no curricular design per se guarantees effective implementation, just as no administrative structure can make such claims either. Ultimately, the former depends for its success primarily on two people, a teacher and his student; the latter can at best only try to minimize the number of mistakes and to maximize the possibilities for success. But if one examines only some of the principles basic to our proposed curricular structure, one realizes the presence of two opposing, although not opposed, criteria: breadth of exposure and flexibility of selection. Furthermore, there is a third element to be emphasized: the distribution requirement (II A-C of the proposed core curriculum) is a step deliberately aimed not only at achieving breadth and maintaining flexibility, but also a measure set in opposition to too extreme an importance assigned to specialization at the undergraduate level.

If one recalls some of our reasons for curricular reform (cf. chapter I), it will be seen that even on the campus of a small liberal arts college the basic administrative structure is one that is excellent potentially for the development of strength in areas of specialization, but one that is not as readily or easily adaptable to liberal arts. "The administrative organization is not designed to encourage liberal education. . . . The college of arts and sciences is usually a federation of departments, each concerned with the advancement of a particular discipline and not with the general education of undergraduates. [The Dean's] range of academic responsibility covers so many departments that he has little chance to give strong leadership in undergraduate liberal education." (Bowen, item # 300)

We had indicated earlier that the arrangement of topics in this report was, rather arbitrarily, that of legislative priority. Our comments on administration of core requirements, while following logically our recommendations about a core, must however also be seen in context of other sections in this report. Their relationship to the statement on goals (chapter II) and on core (chapter III above) is of course obvious; their relationship to elements to be treated in chapter IV needs probably to be specifically pointed out here. This relationship is particularly close in our comments in chapter IV on faculty, economy, varieties of learning experience, and advisement. Furthermore we should point also to some of the specialized research, such as the summary of comments of deans of graduate schools and by personnel managers of business firms concerning the kind of preparation most valued in students' later graduate training or in their vocational and professional careers (Appendix C).

Chapman's review of selected general education programs (item # 261) asks some general questions (based on criteria proposed by Lewis Mayhew). Among these are some that relate specifically to the administration of general education courses: does the organization "make explicit the _mechanism_ for achieving integration," is the general education curriculum "_as well-staffed and financed_ as other comparable parts of the institution," and does the curriculum "provide for _regular evaluation_ and accept the need for periodic change"? [italics added.] Similarly, John Goodlad stresses in his analyses of curriculum planning certain elements that relate directly to the need for centralizing some of the administrative aspects of general education: "The discipline-centered movement has suffered throughout from subject-matter myopia and surgical slicing of learning episodes. We need now experimentation with alternative modes of assembling the relevant and possible components of curricular structure. Not the structure of society, not the structure of human beings, not the structure of subject-matter, gives us the structure of a curriculum. It is some of all of these with the mixtures varying according to time and place." (item # 246)

Paul Dressel gives an important underlying assumption for curricular planning: "It is not enough that the curriculum come into existence--the fundamental ideas underlying it must be such that it can be developed and related to changing conditions." (item # 228) Some of his "ten problems" that "give rise to new curriculums" (ibid.) are important particularly to our concern for continuing central administration of core requirements:

1. Bridging the gap between liberal and professional programs of education.--Much of the course work provided by the so-called liberal-arts departments has become so specialized and so oreinted to graduate study that it must be characterized as professional.
2. Loosening the strait jacket in which the departmental course-and-credit structure confines the curriculum.--The departmental organization built around a discipline provides a community of interest for the faculty member; and the courses, as subdivisions of the discipline, can be made to correspond closely to the specialized training and interests of individual faculty members.
3. Supplying breadth and depth in a redefinition and balancing of common experience.--A core of common educational experience is necessary to furnish students with a basis for their discussion and exploration of advanced areas. Yet the nature and amount of this common experience, both in general education and in particular majors, is seldom adequately defined and specified.
4. Restoring continuity, sequence, and integration to the curriculum, and thereby re-establishing unity in the four-year experience.--Too many elementary courses, and too many ideas in elementary courses, are introduced without careful scrutiny to determine whether they will be continuously used and will provide a basis for the development of more significant ideas.
5. Organizing the essential knowledge to be learned into fewer and larger blocks by eliminating short-lived courses and duplication of materials.

. . .

9. Developing an administrative organization and physical-facilities arrangement that promote learning.
10. Taking constructive action to meet the increasing costs of education and the rising number of students.

In short, what is required in curriculum planning is not only some awareness of what is involved in the learning process itself, or an awareness of goals to be achieved both for their own sake, for particular students, and for the society in which these students are expected to function; also required are a full awareness of costs of instruction and plans for the management of the curriculum.

Many faculty members are at their best when pursuing specialized research and teaching. It is possible for these teachers, more often than not, to see students as successors to themselves, as future researchers or teachers in their own special area. These teachers may therefore "have a normal, human desire to reproduce their own as far as their disciplines are concerned, and the inevitable result is a sense of ambivalence, which probably will always be with them." To pursue the above image one step further, it has seemed as if on too many college campuses therefore the generalists, the teachers charged with core courses, have either been treated as or considered to be professional eunuchs. It isn't only the students who think of general courses as requirements to be gotten over with, it is also many of their teachers who consider such courses as chores and drudgery.

Yet there are also many teachers who respond to core courses, who are interested not in the specialized in-depth study required in the development of departmental majors, but who care deeply about basic assumptions to disciplines and divisions of knowledge, to relationships between these disciplines and divisions, and who do their best work in courses primarily designed to raise such questions for students. Attracting and holding such teachers is an important job, yet it is a job that is all too often handicapped by external, even accidental factors. Some departments are large and can therefore afford the luxury of "generalists"; other departments are small and need primarily to assure having specialists available for various important areas in their majors.

The administration of the liberal education elements in our college is too important a task to be affected by these factors.

An analysis of costs may help to illustrate our argument in still another way. We analyzed the costs in all departments (including salaries, departmental budgets, and equipment costs where applicable), and came up with the simple and very unfortunate answer that of all departments involved in present core requirements only one spent more money per credit hour in its handling of core courses. In all other departments, the main attention (insofar as cost analysis can be applied here) seemed to be devoted to the specialized courses. The difference in cost-per-credit-hour ranged from a low of 0.59 dollars to a high of 20.85 dollars, with a median of 7.93 dollars.

It is with these kinds of diagnoses and recommendations in mind that we believe it essential that mere establishment of core requirements is insufficient. It is necessary also to establish a strong administrative machinery for these requirements, to ensure that the best teachers are attracted to them, that the courses are adequately financed, that these courses are periodically reviewed and revised, that in short it is more in the success we achieve in our liberal education courses that we rest our claim to be a liberal arts college.

RESOLUTIONS: ADMINISTRATION OF THE CORE

Resolution 11: The Core portion of the curriculum shall be administered by a Director of the Liberal Arts and a Core Committee. The Director, appointed by the college administration, shall have such administrative authority as may be determined by the Dean of the College.

The Core Committee shall be composed of the following: the Director of the Liberal Arts, who shall be chairman and who shall vote only in case of a tie; three faculty members appointed by the college administration, one each from the three academic divisions identified in the distribution requirements of the Core; two faculty members elected at large by the general faculty who shall not be members of the same academic department and neither of whom shall be from an academic department already represented by an appointed member; two students to be selected in a manner determined by the Student Senate. The student members and the elected faculty members shall serve one-year terms. The appointed faculty members shall serve three-year terms except that in the first instance one member shall be appointed for a one-year term, one member for a two-year term, and one member for a three-year term so that the term of one appointed member shall expire at the end of each year. Appointed members may not serve more than two consecutive terms.

The Core Committee's authority over the administration of the Core shall include the following: the designation and approval of courses that become part of the Core requirements, the periodic reevaluation of the inclusion of such courses in the Core, and the approval of changes made within such courses. To discharge these responsibilities the Committee may, by September 30 of the year preceding the giving of a course, require the submission of information concerning the following: the syllabus of the course, textbooks, methods of instruction, goals, staff, cost of the course, and any other matters that are pertinent to the judgments the Committee must make. The Core Committee shall also exercise any other authority that may be delegated to it by the Dean of the College.

Resolution 12: We urge that the Core Committee establish and publish a set of criteria to be used in evaluating courses for inclusion in the Core. We also urge that it make copies of past proposals of courses for inclusion in the Core available to those who want to see them as models for the preparation of subsequent proposals.

GRADES

We relied on several sources to obtain information on the status, advisability, and recognition of grading systems in general, and pass/fail in particular. In addition to the current literature, listed in Appendix B:1 and B:2, we also wrote to 1,786 personnel managers, 194 Deans of Graduate Schools, 118 Deans of Law Schools, 73 Deans of Schools of Medicine, 44 Deans of Schools of Dentistry, 49 Deans of Schools of Public Communication (Journalism), 20 Deans of Divinity Schools, 48 Deans of Schools of Social Work, and 22 Deans of Schools of Pharmacy. In addition, because we wanted to sample opinion in some graduate departments reputed to be relying heavily on specialization in the undergraduate college, we also wrote to the chairmen of 95 Departments of Biochemistry, 159 Departments of Chemistry, and 89 Departments of Engineering and Chemical Engineering. The bulk of the replies has been received and was considered in this report; letters not received by July 25, 1969,are not considered at this stage of our research. (Appendix B:4 lists the schools and firms replying by that date.)

It is relatively easy to say that there is overwhelming opposition to the use of pass/fail as a major component of the student's college record. It might be equally easy to maintain that much of the resistance comes from an ignorance of what the pass/fail option represents, or how it is used: this, however, can definitely not be said to be true of replies received from the so-called academic personnel (Deans, Department Chairmen). Finally, it would also be relatively easy to maintain that what we do is our business, and that if we believe something to be right then we should do it and force others to accept our viewpoint.

None of these statements seems acceptable to us as given; we recognize that there is considerable justice in the statements that we have received, just as we also believe that some aspects of the pass/fail option deserve maintenance and even extension of application. When a major publishing company, specializing in the publication of psychological texts and tests, writes that the pass/fail "system from a point of employment would not give the employer a basis of comparison about past achievements," we are not dealing here with ignorance either of what the present grading system or the more recent and innovative pass/fail option is about. The personnel manager of the third largest bank in the United States puts it kindly and well: "Although I appreciate the arguments raised in support of a pass/fail system, and also am aware of the short-comings of letter grades, I must confess that letter grades are considered a necessary consideration in making employment decisions. Our guideline is a simple one: we look for above average accomplishment. Beyond that, we are flexible."

It is obvious that our students will be evaluated during college and in their later career choices. That this evaluation--both during college and afterwards--should be as accurate as possible, and that it should represent the person as fairly as possible (with a minimum of reflection on factors that are not essential to that evaluation), seems equally obvious. We have, elsewhere in our report, stressed the fact that unfair evaluation is inappropriate, regardless of whether a letter grade or a pass/fail is to be recorded: in many instances overly heavy reliance on the final examination (making two hours equal the achievement of 42 class hours and a much greater number of preparation hours) seems unjustifiable. Furthermore, we are indeed, as a college or as a college faculty, first of all responsible to what we deem appropriate: while we all know that accrediting agencies and other "outside" influences do have their say about what we do, we also have traditionally maintained considerable independence about our work requirements; a college should not employ a highly trained specialist and then subject him to constant, and humiliating, scrutiny about every last detail of his work. Therefore, we have tried not to use the evidence received by us as prescriptive in nature: indeed that was relatively easy to do since a considerable number of our correspondents emphasized that they were not trying to tell us what to do so much as to inform us on how best we might serve our students now.

It had already been established that the graduate schools are overwhelmingly opposed to any great extension of the pass/fail grading system. Our study merely corroborated the results published in a previous study, although slightly more moderately. But several results from our own study are interesting, and may deserve development and consideration.

1. Increase in the number of pass/fail grades would automatically increase the importance of the GRE or its equivalent (e.g. LSAT, MCAT, MAT, DAT). This may be thought of as an unfortunate development because not only is there considerable dissatisfaction with some or all of these tests, but also they imply that a one-day examination takes the place of four years of college work. One medical school, for example, mentioned that the MCAT "is certainly looked at but is not all that important. However, should colleges go to a complete pass/fail system, the MCAT will assume an undesirable significance." [italics added] Another comment, from a graduate school dean makes essentially the same point: "Pass/fail grades . . . in majors present problems to graduate advisors in those graduate schools which place more

stress on four-year performance than on a one-day examination."

2. An implication of extremely serious nature arises from the above: not only will the GRE (or its equivalent) achieve an importance for which it was never intended, but also graduate schools will be tempted increasingly to discriminate in favor of the better known colleges when selecting graduate students. One dean wrote that "In the event that a graduate of an institution should present undergraduate transcripts reflecting the pass/fail basis of appraisal, it is my assumption that our policy of admitting graduates of institutions that do not have the highest rating in their regional accrediting associations would be applied here. That policy provides for the admission of such applicants on a conditional basis." A law school dean commented that if the pass/fail option is greatly extended, "we would undoubtedly place greater weight on the results of standardized tests, the reputation of the school or department, and the personal recommendations, in that order of importance." Another law school made the point more bluntly: "I expect that we should frankly say that where the applicant is from an outstanding undergraduate college with a transcript of Pass/Fail grades that we tend to give him some preference over his competing applicant with a Pass/Fail transcript from a less outstanding school."

3. Although rarely mentioned explicitly, the relative importance of letters of recommendation is similarly determined by the reputation of the school or of the professor. In the first place, anyone who has spent any amount of time reading letters of recommendation knows that these are so often vague as to be almost meaningless. One graduate school dean commented: "I reviewed the transcripts recently from a major school which uses the pass-fail system and attempts to distinguish its good students from mediocre ones by prose statements from various faculty members, which were in turn summarized by an administrative official. I found that the comments, both by the

individual faculty members and the summary comments by the administrative official, were for the most part meaningless and incomprehensible." The temptation for the graduate school to concentrate selection of students on those schools or professors known to the applicants' reviewers was expressed by another graduate school dean who predicted that "the pressures will be great to develop a private grading system on a selective basis to those who know whom to ask and are prepared to take the time and pay the phone bill." Finally, summarizing all three points above, one dean stated that "Whatever faults exist with the present grading system, the weaknesses of the other credentials are probably greater and the selection of graduate students will be less satisfactory than it is at present."

4. Even though grades often do not give a sufficiently clear picture, their absence (and the nature of other evidence such as the GRE and letters of recommendation increasing therefore in importance) would tend to work against the better student, especially in considering fellowships or other kinds of financial assistance. One understandably exasperated graduate dean addressed the writer quite personally: "If you had 45 spaces to fill in your graduate English program and some 400 completed applications, I think you would be very much interested in a grade of a more critical nature than pass or fail." A law school dean similarly commented that pass/fail grades "are of little value in determining whom we can admit from the 1,500 applications which we receive for our 225 vacancies each year." There was considerable evidence, however, that pass/fail would normally not be a disservice to the prospective graduate student (provided he had good grades on some such test as the GRE, had good letters of recommendation, and came from an institution known to the graduate school admission committee). But, uniformly, whenever this subject was referred to, it became clear that fellowships would not be awarded to a student presenting too many pass/fail grades on his transcript.

One law school dean said that pass/fail grades would automatically be considered as "C" grades; a graduate school dean was certain that pass/fail grades would tend "to put such a student at a disadvantage in competition for fellowships and other awards," and another dean made an even stronger comment: "It is our opinion that students who take any substantial number of courses on a pass-fail basis will almost automatically be ruled out as serious candidates for the better fellowships which are awarded on the basis of competition."

5. At the same time, there is every evidence that the nature and the function of pass/fail grades are not misunderstood. One graduate school made the "facts of life" rather clear: pass/fail would gain acceptance as the graduate schools themselves began to use these grades: "the number of such grades should not exceed by many the number *our* students are permitted." [italics added] Medical schools, which have a clearly prescribed program in certain areas, recognized the value of pass/fail in elective areas more frequently than other professional schools. (Law schools, which do *not* have such a specifically prescribed college program required for admission, made the following points far less frequently.) One medical school commented on the importance of pass/fail in elective programs and in certain independent study investigations by the student, and added that "it is our feeling that the motivation for study which should be the love of learning not the grade . . . would be engendered by such a program." Another medical school "definitely does not like such grades in the subjects which are required for admission." A third medical school referred to its own undergraduate campus school in recognizing the importance of pass/fail for courses which students "otherwise might not have tried because of their background."

It is possible, therefore, to give a tentative summary concerning the evidence received from graduate schools (typical excerpts from which have been cited above). First of all, a great increase in the importance of pass/

fail on the undergraduate transcript would increase the importance of one-day national admission examinations, at the expense of discriminating transcripts of four years' work. Secondly, since graduate admission committees must do a great deal of work in a very short period of time and since the number of applicants consistently exceeds the number of vacancies, the temptation to grant admission to students from well known institutions at the expense of those from less well known colleges would be difficult to resist. Third, letters of recommendation--always admittedly only of highly relative value--would therefore also be judged either on the basis of the institution's or of the writer's national reputation. Fourth, awards of fellowships would most likely either favor the well known institutions' graduates, or be given to students bringing a complete transcript of traditionally rendered grades. Finally, there appears considerable concern that a) the good student must be distinguished from others, b) the good student should be allowed to choose electives in areas in which he lacks confidence or skill, and c) particularly in programs where certain prerequisites (major and specified supporting courses) exist that these must not be on pass/fail.

The replies received from personnel managers express similar concerns, although obviously some problems exist for them in different ways. First of all, there was a very great increase in undiscriminating opposition to pass/fail, an opposition expressed in brief statements allowing no alternatives or reasoned qualifications. However, one could divide the explanations and comments readily into five distinct areas of concern:

1. Personnel managers often expressed the need for some ways by which to measure the achievements and potential of applicants. Some criticized the present grading system insofar as grades all too often indicate only that an applicant "has memorized a great deal of the course work; he hasn't really learned anything." An electronics manufacturer admitted that "grades are

invalid; . . . the primary question is whether the individual is able to perform effectively in an area where he sets out to perform whether in college or at work." But the need for some measurement is felt: a foods processer suggested that it "might be helpful for the faculty to rate a graduating student in his particular field." The research division of a university insisted that in the case of pass/fail courses "the course content" be explained on the transcript. A mining and processing corporation wants "to know more than that [the student] simply passed." An airlines company wanted to know "class rank or similar measurement" in the case of pass/fail transcripts. Larger companies seemed less reluctant since they would be in a better position to devise their own tests and measurements. An air-conditioning units manufacturer agreed that "the adoption of such a grading policy would place a greater responsibility on an employer to evaluate qualifications more carefully," and an accounting firm suggested that "probably we would then have to resort to rather extensive testing of applicants prior to employment." There was some concern about what the "pass" meant: a food manufacturer and processer claimed to have "no preference . . . providing the criteria for grading is [sic] refined"; a systems and machines manufacturer had "no objection to the pass-fail concept just as long as the 'pass' cutoff is significant"; a baby foods manufacturer implied that pass/fail would handicap the prospective employee since it "would require the recruiter to give the student a pass/fail on a job opportunity with minimum contact and information." A manufacturer of telephone equipment expressed a similar concern: "There would be nothing to help us distinguish the college graduates who elected to 'just get by' from those who took full advantage of their educational opportunities and achieved a high level of learning in spite of the fact that this achievement would not be recognized with grades."

2. A second area of expressed concern could be summed up in the description of this innovative option as unrealistic, even misleading. A construction company comment revealed that grade-point averages were not considered by them in isolation of other evidence, but "particularly in relation to the time which a student participates in extra-curricular activities and part-time employment, because we feel that good grade-point averages achieved in the face of such obstacles are highly significant in predicting success with our company." A banking chain indicated that it tries to trace the students' college board scores "to follow their grades from freshman through their senior year and any post graduate work. We are definitely looking for an improvement in the latter years." A chemicals manufacturer preferred the grading system because it reports the student's "grade trends over a period of time, and indicates relative strengths and weaknesses." An airlines company used the grade transcript "as an indication of both the maturation rate and the student's dislikes and likes." A contractor for plants and similar projects maintained that "unfortunately, in the free enterprise system, a certain amount of competition which produces tension and anxiety is a basic element of the system and, therefore, a student should be prepared to cope with the situation as it exists." A telephone company believed that the pass/fail "system tends to favor the mediocre student and does not give a good indication to industry as to a person's effort or lack of it."

3. Personnel managers indicated willingness to adjust to systems that colleges use. An electrical households equipment company would insist on recommendations "with appropriate remarks concerning motivation, academic curiosity, etc." An insurance company representative expressed "modified rapture" at the notion of pass/fail, but continued: "Candor compels me to admit, though, that this is precisely how we grade people in many of our own internal training programs, so it would be rather high-handed to object very strenuously

if the colleges adopt the practice." (There is some evidence, tentative and slight admittedly, that banks and insurance companies were among the most "liberal" companies with whom we corresponded.) Thus, a state bank believed that "it should be the colleges' prerogative to certify their students for graduation." An industrial facilities corporation "would certainly go along with any innovative grading policy as long as there is an evaluation that can be made on the student's performance, attitudes and abilities." Another insurance company representative stated: "I think that [students] might actually become more concerned about learning something than simply making a grade. With many students, earning a grade becomes an end in itself." A banking system in Chicago suggested that adoption of the pass/fail system would not "have any effect at all on our hiring of graduates from that school." An insurance company expressed the belief that "this type of grading will probably prove to be a beneficial change for all concerned." A chemicals manufacturer admitted preference for pass/fail but also gave the "realistic" advice that "unfortunately most recruiters rely on grades very heavily," implying therefore that until there is widespread adoption of pass/fail students such schools would tend to be passed over by these recrutiers.

4. As in the replies received from deans of graduate and professional schools, so here also occasionally there was evidence of a particular concern: increasing the use of pass/fail would benefit the graduate from the better known colleges. "For example, if a college is noted for its difficult curriculum and requirements, chances are this program would be acceptable. On the other hand, if the school is considered relatively easy, this plan would not be acceptable." While perhaps the above distinction (hard school vs. easy) is not sufficiently clear to be accurately applied, the implications remain obvious despite the language.

5. Finally, there was—often enough to be considered as an important

factor--the recognition that the pass/fail option could be used by students to broaden their range of interest and knowledge. Obviously, this kind of recognition by personnel managers would depend to a considerable extent on the kinds of skills demanded for employment, in the first place. (An analogous situation could be noted with respect to medical schools and law schools: medical schools have specific prerequisites and therefore can better afford to value, or take in stride, electives taken on pass/fail; law schools have no specific prerequisites and have therefore a more difficult time evaluating a transcript in which pass/fail plays an important role.) A company specializing in space program research thought pass/fail an "excellent idea, as it enables students to broaden their background by exposing them to a multiplicity of courses." A bank official praised pass/fail because it "provides a broadening of education and allows individuals to slip off into other disciplines to explore." An engineering firm thought that pass/fail "would be acceptable to us in electives or social studies [!] but not for the technical and scientific fields." A petroleum products company insisted that within a student's "major areas, however, I think grades will continue to be useful to us. . . . We need some basis upon which to discriminate among [applicants]." And an aircraft manufacturer thought that the pass/fail "system might be acceptable as it relates to some of the general non-major oriented courses."

To sum up: First, personnel managers, while sometimes admitting that the grading system as practised at present may not be all it is supposed to be, still insisted that they require some specific kinds of measurement by which the student is rated within his own institution against his peers. Secondly, personnel managers are interested not only in individual grades but also in the kind of development that grades show over a period of years spent at one institution by a student. Third, there appears to be willingness to adapt to what the colleges do, but that willingness, for obvious reasons, is more apparent with larger companies--companies that have the financial resources to retrain their recruiters or to devise their own application examinations. Fourth, just as the evidence from the graduate schools showed, an exaggerated or overly rapid extension of the use of pass/fail would simply mean that applicants from well known institutions would be given preferential treatment to those from the rest of the colleges. Fifth, particularly those companies in which specific training is required or expected before application--companies in which such training could be readily identified--mentioned the possibility to use the pass/fail option for courses which would broaden the student's horizon without subjecting him to pressures and fears that might--in themselves sometimes--result in lower grades.

Our recommendations for grading practises are based on the above. We have tried to present a curriculum program which permits a student more time for concentration, more opportunity for experimentation, and--last but not least--considerable opportunity to make mistakes without having these mistakes cost him too much. We believe our recommendations to be a reasonable and natural extension of our present program, while they remain within the guidelines suggested by our research.

RESOLUTIONS: GRADES

Resolution 13: A student may have the equivalent of seven full courses on the pass/fail option during his tenure at Concordia College. No pass/fail option may be exercised during the first semester of the freshman year. After that semester, no more than the equivalent of one full course per term may be on the pass/fail option.

Resolution 14: We recommend that for all pass/fail options three letter grades be used in determining the student's grades. The letter "P" stands for a grade no lower than the "C-" in conventional grading practices: the "D" and "F" have their usual connotation.

Resolution 15: We recommend that pass/fail registration be made by the student at the same time that he registers for the course, and that the student has the right to change the pass/fail registration to a regular letter grade registration no later than the beginning of the last week of classes (one week before the beginning of final examination week).

> (Minority Report: One member of the Commission disagreed with the statements on pass/fail formulated in Resolution 15, and submitted the following explanation:
>
> The primary purpose of pass/fail courses at Concordia has been to encourage students to enrich themselves by enrolling in courses

outside their self-acknowledged area of scholastic competence.

A second major virtue of the pass/fail system seems to go largely unrecognized. The curricular design by employing a significant number of pass/fail courses can serve to instruct the student that the real objective of education is not the grade received in a race for a composite average; pass/fail courses in their pure form can teach the student that education is a genuinely exciting effort in itself. Someday we will be bold enough to declare that the pursuit of knowledge can proceed much more effectively on its own merits than if barnacled by distracting and often counter-productive means of artificial reward and stimulation.

Merely buffering pass/fail courses as much as possible from what has been termed the "grade game" can be immensely beneficial and instructive in promoting a healthy attitude toward learning as an ongoing process. In short, while still broadening the student's academic experience, the option of switching from pass/fail to a grade (as provided in Resolution 15) again places the proverbial "carrot" before the student--the attainment of a grade takes primary focus.

I hasten to add I am in full agreement with the unanimous opinions of the commission regarding pass/fail as described in the other resolutions. In this matter of procedure I see Resolution 15 as undermining a significant benefit of the pass/fail system, and I therefore voted no.)

Resolution 16: We recommend that plus and minus be entered on the student's permanent record, and that the computer be asked to translate the resulting twelve-point scale into the four-point scale used for the calculation of the GPA.

Resolution 17: We believe that there should be some restrictions placed on the use of the pass/fail option as far as certain courses in a student's program are concerned. Because graduate schools, professional schools, and businesses are overwhelmingly against pass/fail in major programs, and because we believe that the inclusion of the pass/fail option in the major program would defeat at least the enrichment purpose in instituting the pass/fail option, we recommend that the pass/fail option not be extended to any courses that are in the student's major, or in supporting work that is required in the completion of that student's major, or in other kinds of preprofessional courses. We also recommend that departments that wish to extend the pass/fail option into the courses that belong in the catagories above described should include that recommendation to the Senate of the Faculty at the time that they are presenting their programs for approval.

Resolution 18: We recommend that a student be permitted to take not more than two courses in any one department on a pass/fail basis.

CHAPTER IV

SPECIAL CONSIDERATIONS

ECONOMY

Leitmotif:

> The greatest extravagance in almost every type of institution from the smallest to the largest lies in the curriculum. This situation usually arises from the absence of even a broad general conception of purpose by which course offerings can be assessed. Partly to meet over-refined needs, partly to attract students, partly to meet competition, real or imagined, institutions have permitted their course offerings to grow more and more numerous, to proliferate beyond real needs. Too many of our institutions have been victimized by the cult of coverage. . . . Many faculty members and department heads would do well to remember the aphorism of a distinguished British educator, Sir Richard Livingston, who said that a great teacher "is known by the number of valuable subjects that he declines to teach." (Commission on Financing of Higher Education, cited by Mayhew, #317)

idée fixe:

> [The present college curriculum] is a jungle. It is a great trackless expanse through which one finds one's way with considerable difficulty. In fact, one penetrates this jungle only with the guidance of the chieftains who preside over the twenty-odd units of territory into which it

> is usually divided. As one progresses one observes a prolific growth which constantly increases under the careful cultivation of the head of each district, usually with the cooperation of other headmen in return for like favors. (McGrath, #177)

basso ostinato:

> In default of evidence that course proliferation benefits collegians I find that some of our curricula follow a kind of academic Gresham's Law, and that bad courses tend to drive good ones more or less out of circulation. . . .The dean and department chairman find it as difficult as ever to prevent that course on Six English Poets from subdividing into six courses, one on each poet. One small college woke up to find it had two courses on Milton. (Bolman, #313)

The Federal Government has become increasingly concerned with protection of consumer rights in supermarkets; no such effective control exists in colleges and universities, although some "truth in packaging" standards might be welcome.

How did colleges get themselves into this mess? Some ascribe it to the "persistent growth of faculty control over the policies and practises in institutions of higher education." (Cowley, cited by Mayhew, #317) We want to avoid the political blunder of Ruml and Morrison who directed their timely message to the college trustees and thus aroused the wrath of teachers, even those who had not read their "Memo" beyond the title. Certainly it is difficult not to admit that some curricular malaise can be attributed to the horse trading practises of curriculum committees: "the final product, to be acceptable to the faculty as a whole, is almost invariable a balance of competing interests among the academic disciplines. In this sense 'curriculum' amounts to 'compromise'." (Bolman, #313)

A second cause that accounts for some curricular blunders relates to mistaken notions of what is good public relations. Causes and courses are so much easier to translate into effective news releases than good, responsible teaching. It sounds exciting to read about the establishment of a new program at a college, but one wishes the news media could also have ready access to the college's library facilities before they publicize that kind of educational advance: "No course should be included in the curriculum for which the institution does not have adequate resources either available or clearly planned in the light of broad institutional policy. Thus, if the institution is unwilling to purchase the books, equipment, journals, and the like for a specialized course, it should not be included." It seems obviously contradictory, and would be funny if the issues weren't so important, that sometimes the very "revolutionaries" who advocate what every good teacher has known for some time, namely that teaching and learning are not confined to the classroom and that it seems arrogant to assume that a student must sit at his professor's feet to learn something, that these people are often also the ones who advocate the establishment of new programs and courses without concern for facilities and implementation.

There is a third cause, or myth, that learning and class size are directly, invariable, and necessarily related. (The corollary to that one is obvious: the smaller the class the better the learning--whatever the latter does mean.) Dubin and Traveggia (item #508), reporting on their examination of 91 separate studies on the subject, report "that there are relatively few significant differences among the various teaching methods as measured by examinations," and declare themselves "unhesitating in suggesting that policy-makers who decide about college teaching methods either use their prejudices as a basis for decision (which will produce policy no better than that grounded on other people's prejudices), or feel free to determine policy decisions on grounds other than allegations about pedagogy and learning (e.g.

cost, space, time, convenience criteria)."

What, then, are other causes to which curriculum growth and profileration of courses are attributed? A fourth area, to which much collegiate course planning is related, is the real or imagined pressure from the graduate schools. Our survey of graduate institutions and professional schools has been described earlier; some results may be revealing and appropriate here as well. We asked the deans and department chairmen to comment on the importance assigned to preparation in the major, and to their consideration of areas other than the major. (Detailed descriptions of minimal requirements are, after all, available to any one who goes to the trouble of reading university catalogs; the writer was concerned more with the unprescribed replies obtained within the general context of what an undergraduate liberal arts education should produce for the student, as the universities see this.) It was hoped that this approach would elicit a freer and more informative response than a questionnaire that could be answered by looking at the catalogs.

The graduate deans commented of course on the need for a major area of concentration: 68 went to the trouble of pointing out that this major should be 30 semester hours or less (several asked only for a minimum of 18 semester hours). Fifty schools stressed the importance of courses in areas related to the major (e.g. history, art, philosophy for an English major), and 41 admitted that they are particularly interested also in seeing what kinds of "unrelated" subjects the student ventures into (other than in required courses). (One might note again our recommendations on grades and on pass/fail as enabling a greater percentage of our students to develop this "spirit of adventure", thought to be important by a fairly large number of schools.) Thirty-three schools commented specifically on writing skills, 7 mentioned language proficiency, and only 2 schools wanted to see a formal minor on the undergraduate transcript.

Medical School entrance requirements are fairly uniform all over the country. Twenty-four schools commented that they do not discriminate against students who have only the minimal course preparations in college; 32 schools in addition stressed the advisability of considerable flexibility in the student's college program, even to the extent of a major other than in the sciences. Only 6 schools placed strong emphasis on science courses beyond minimal skills. Thirteen schools stressed the importance of writing skills.

Law School entrance requirements are rather different in nature from those for the study of medicine. Consequently it was not surprising that 31 schools stressed the importance of a major---any major---in the student's program, and that an additional 29 schools recommended that the student pursue a general and varied program. Thirty-one schools stressed writing skills, 11 wanted inclusion of speech courses, and 4 schools wanted to see an accounting course in the student's transcript.

Of the Schools of Communication (Journalism), 21 stressed the importance of a diversified broad program of the liberal arts, and 5 wanted to see journalism courses (while 17 preferred work on student newspaper, radio, TV, etc.). Seventeen Schools of Social Work wanted to have a social studies major, 14 commented on the importance of general course work outside of the area of graduate concentration, and 8 stressed the importance of writing skills. Similar evidence came from other sources: 24 Schools of Dentistry wanted science background in the student's preparation, 6 mentioned a major in the sciences. Departments of Chemistry, as medical schools, have some rather clear-cut requirements: 33 schools insisted on A.C.S. accreditation, 38 wanted to see a strong science background, 13 liked to see diversified electives, 14 stressed writing skills, and 7 mentioned foreign language proficiency.

Perhaps some comments from the replies themselves will help show the context from which our information, and its implications, were drawn.

State University, Midwest:

> In history, for instance, I prefer a student with a good background in literature and in the social sciences, as against a student who has, say, forty hours of history with a minimum of work in other areas that lend enrichment to the historian's work. To put is another way, I think that undergraduate programs should leave something for the graduate schools to do!

State University, West:

> The best graduate student is one who has a relatively broad background and who does well not just in his major but in both his required courses in non-related fields and in his electives. I cannot stress this too strongly.

Private University, South:

> The specialized knowledge and ability to do abstract thinking that are implied here would be, I feel, strengthened by a wide and varied preparation in general education. Such training should cut across the major areas of learning--philosophy, literature, social science, mathematics and science.

Technological University, Midwest:

> Please never think of yourselves as a service organization to professional schools. You have a mission in your own right. When your undergraduate program diverges from ours, we will make adjustments. These may cost the student some time when compared to pre-professional programs, but he has gained something not offered in the pre-professional program.

State University, East:

We require applicants to have a reasonably broad preparation in the major field with, preferably, very little in the way of specialization. In addition to that we have no special policy in the matter of electives or formal minors; we prefer a broad liberal arts background.

Private University, Midwest:

If a student performs well in a variety of courses in several disciplines, I have much more confidence in his over-all ability to perform as a graduate student than if he is good in his major and mediocre in everything else.

Medical School, East:

Preparation for a medical education is, these days, an individual matter. Much depends on the individual interests of the students. Many medical students in this school have majored outside of the science areas, although they must also have completed a good scientific background with more than minimal work in mathematics and chemistry.

Medical School, Southwest:

We have no particular preference for any subject in terms of a major; we have taken music majors, language majors, and just about any other kinds you care to name. We expect that they demonstrate a capability in basic science.

Medical School, Midwest:

I would recommend that a student select as his major in college the area which interests him the most. If he is a pre-medical student, then of course he must meet the pre-medical requirements, in addition to whatever science or non-science major he may choose to follow.

Medical School, East:

We have within our student body a group of non-science majors including

English, history, and social studies. We at the present time have one theology major in school and another coming.

Medical School, Midwest:

In regard to course selection, and aside from the stated prerequisites, we feel that study in depth in a given area of interest, whatever this may be, is the most essential.

Medical School, South:

I would recommend that a student major in the area of his interests with as few strictures placed upon his quest for knowledge as possible.

Medical School, Midwest:

This school will consider any candidate who meets our minimum course requirements without regard to his major, etc. The quality of academic performance is far more important than the subject areas in which it is done.

Law School, West:

In general we recommend to students that the acquisition of certain skills and techniques is far more important than the acquisition of a specific body of knowledge. It doesn't seem to make a great deal of difference what major a pre-law student selects or what distribution pattern has been imposed upon him if he has done work of high quality.

Law School, East:

In general, I think the college undergraduate interested in law school should pursue, at the undergraduate level, whatever intellectual interests are paramount for him: in any event, I would urge an undergraduate student not to pursue those courses which have been conventionally thought to be pre-law courses, unless they are courses he is independently interested in.

Divinity School, East:

Students are admitted here with a variety of backgrounds, and I would say that a particular undergraduate major is less important than the assessment of the quality of the work which a man does in whatever field he has worked in.

School of Journalism, West:

We believe a student should have a solid liberal arts background and that techniques or vocationally oriented courses should be given primarily at the graduate level in a professional school.

School of Social Work, East:

The selection of courses or a major is more important as a reflection of interest than as a basis for success in graduate education.

School of Social Work, East:

We do not require that a student have a major in undergraduate Social Work; in fact, we prefer a general Liberal Arts program with a minimum of sixty semester credits in Liberal Arts subjects, twenty of which must be in the Social Sciences.

School of Dentistry, East:

We are not particularly interested in students who take many science courses, rather; those that take the minimum science requirements and do very well in these. Such students can take many other liberal arts courses and complete a well-rounded education.

School of Dentistry, Midwest:

We would rather see, trite as it may seem, a broader background without concern of a specialization specifically geared toward courses which in the past were considered to be a necessity in pre-training for the health professions.

Department of Chemistry, Midwestern University:

> My own feeling is that you are seeing today greater change and confusion in vocational and occupational goals among many of our young people than ever before. As a result of this, it would follow that the broader and more diverse undergraduate educational exposure they can possibly secure would be best for them in at least making the decision as to what kind of graduate curriculum to pursue.

Department of Chemistry, Southern University:

> It is my personal opinion that a student should receive an education in preference to technical training.

Department of Chemistry, Midwestern University:

> From experience we consider demonstrated ability and motivation to be more important than specific course background.

It seems fair to conclude that the pressure, if any, applied by graduate schools on colleges is a request that the colleges be what they profess to be, liberal arts institutions.

A fifth so-called pressure, often cited in support of course introductions and departmental expansions, is the business and professional world. First of all, our concern here is primarily with jobs which our students may choose directly after college graduation, not jobs for which they are eligible because of further graduate training. Secondly, there are obvious skills requirements for many of the jobs which we describe below. Our concern here is to determine whether liberal arts education is a handicap to the student, whether we should increasingly emphasize vocational or specialized professional training in our programs, whether indeed there is pressure being put on us to expand our course offerings to include specific training for particular jobs. We will let the comments speak for themselves: anyone who wants to save time can skip the next few pages with the assurance that the fifth reason for adding still more courses to the college curriculum is as spurious as the other four.

Banking

It's not unusual for us to appoint a history major to our program even though he may not have any business related schooling. (New York)

Technical skills are not a matter of prime importance in our selection. We look for a mature mind, the ability to reason, the ability to express himself in writing and orally, as well as confidence and enthusiasm. Given these qualities a recent college graduate can acquire the technical background by training at work and by evening study. (New York)

We rely very heavily on on-the-job training, and the bulk of our applicants come from either a liberal arts or business background. We do not feel there is any strong advantage to having a business background. (Rhode Island)

We're not particularly concerned about specific technical skills for this training program and we rely to a great extent on on-the-job training. (Idaho)

We are not primarily concerned as to his selection of a college major, if he has an interest in a banking career, and has the aptitudes required. If he lacks certain technical training, we will pay the tuition for further studies in a university evening school. (Pennsylvania)

Because the trust field is quite specialized, we do not expect our college graduates to have any of the specific skills required but rather use on-the-job training and special schools sponsored by the industry to train our management people in these special areas. (Minnesota)

To answer your question specifically regarding the type of preparation we look for; an individual should have indicated the capacity for learning and an overall interest in the type of work which we offer in the way of employment opportunities. (Oregon)

College preparation--that which has produced an individual capable of independent thinking and action. (Tennessee)

Basically we are looking for a well-rounded liberal arts background with the emphasis on rational decision making and willingness to accept responsibility in a new position. (Maryland)

Transportation

Recognizing that education must be broad and cannot be tailored to any one company or industry, we rely heavily on on-the-job training. (Aircraft)

We rely on on-the-job training to the extent of perhaps 90 percent of an individual's initial learning experience with us. (Trucking)

Personnel Work

We are looking for a good basic college preparation in the major field with a variety of other courses to develop the individual. We feel that this combination produces a person who will be flexible. (Florida)

We utilize on-the-job training programs for most of our college entry positions such as in the social services or in office management. (Connecticut)

In the more general kinds of jobs such as those that would relate to real property appraisal or management, or in correctional rehabilitation, only a general college training is required and the employing departments provide the necessary skills through on-the-job training. (Connecticut)

Foods

We seek candidates with a good over-all background, a good mix of scholastic and activity achievement. One of our prime requirements is for a person who doesn't mind working.

Students going into a business occupation need fewer technical skills but must have some business courses in their background so that they are aware of what they might find in their world of work.

The importance that specific technical skills place in employment depends on a particular job opening. . . .However, an individual's overall ability and potential is of more importance since all of our training is on the job.

Welfare, Youth Service

My own reaction to most graduate Social Welfare sequences is negative. Most colleges give a good broad liberal arts background. (Massachusetts)

We look for a well-rounded, mature individual who has some social commitment, and is non-judgmental in evaluating clients; someone who does not relate all values from a middle-class base. (Illinois)

Our job calls for a Bachelor's Degree, but we do not specify academic participation in a particular curriculum. We feel an individual receives in addition to an academic background other important values from college life--social development; getting along with people; working in campus activities; communicating one's ideas to others; learning to think things through and to solve problems.

Department Stores

For our Executive Development Program, technical skills are less important than a strong liberal arts background. The vocational and technical subjects can be taken at the graduate schools and through special company sponsored programs. (New York)

Specific technical skills are relatively unimportant. (Colorado)

We probably are more interested in a student's getting a well-rounded education with exposure to a number of fields--rather than a high degree of specialization. (National chain)

Our training program is primarily on the job. The majority of our trainees have a liberal arts background. (New York)

Public Utilities

The college student [should have been] subjected to a series of experiences requiring him to test and use his reasoning ability and challenge his mind. He has at the same time the opportunity to discipline himself in learning to make intelligent decisions on his own.

The acquiring of specific technical skills in college is not necessary--we will supply that. The student, however, must have the ability to learn and comprehend.

We would certainly hope that the college graduate would be able to communicate effectively both in written and oral form and that he would have a good background in the fundamentals of mathematical reasoning.

We can only expect colleges to teach the fundamental concepts and theory. When it comes to specific skills, we must use on-the-job training plus courses of our own to develop these.

Newspapers, Publishing

As I indicated earlier, a student who has worked on his college newspaper has usually gained enough technical skills for us to begin the training program. We rely on on-the-job training to a very large extent.

In other words, we can teach a helluva lot of journalism in the newsroom, but very little history and literature.

Creative persons in this business must be conceptualizers and sufficiently disciplined to plan out their ideas in a reasonably organized fashion. We need people who know how to think.

We rely a great deal on on-the-job training, so that a specific, specialized series of courses in college is not necessarily that important to us.

Insurance

For the most part we can make use of nearly any kind of schooling. Evidence of this is the fact that we have a wide range of backgrounds in our home office all the way from music majors to degrees in agriculture.

There are very few colleges in the United States that provide adequate preparation for positions in the insurance industry. We have always relied to a great extent on our own training program emphasizing on-the-job training to develop our personnel.

We want an individual with a mature, balanced personality, who is able to adjust easily to new experiences and readily accept additional responsibility.

We do extensive on-the-job and classroom training, and my experience has been that a lively intelligence, an inquiring mind, and the ability to think are more important than specific subject background.

Specific technical skills are generally not offered as a part of the college curriculum. Because of this we are prepared and willing to offer on-the-job training to all recent graduates.

Miscellaneous

We frequently move people from one discipline to another and start from scratch in the training. We believe that if a person has the basic abilities and the desire to learn, that if they have a broad general college background, they can be trained to do a fine job in most divisions of our company. (Machines--Industrial)

General college prepartation should include logic courses, communications skill courses, liberal arts, general business, and general science. (Shipping Containers)

We are not in the position of needing very many technically trained people and therefore are able to take intelligent young people and train them on the job to a great extent. (Shoe Manufacture)

I tend to have the rather old fashioned idea that colleges and universities should educate, not train. (Paper Manufacture)

Generally we look for the college graduate to indicate the ability to think logically, to adapt to new situations, and have communication skills, both written and oral. (Paper Products)

> Any student, regardless of his curriculum, with "problem-solving ability" certainly has to be appealing to employers like us. (Hardboard Manufacture)

> Specific skills cannot be accomplished in college for the most part. You can't hire a labor relations expert off the campus or a chief engineer to design a major piece of equipment. (Systems and Machines)

We have tried so far to describe several of the reasons and causes frequently given to explain the explosion of curricular offerings (with resulting serious effects on the economy of the institution, on its ability to do well what it proclaims to be doing). First, a certain amount of faculty pressure and overly gentlemanly behavior on the part of curriculum committees can easily lead to poorly thought out additions. Secondly, there is the public relations naiveness that seeks ever new programs and causes. This is often brought up as an argument in support of attracting students, but Mayhew's comment here seems eminently reasonable: "Such a contention assigns considerably more precision to the method by which students make choices than in fact exists." The third factor involves us with the myth of class size and relationship to learning. The fourth reason alleges pressure from the graduate schools, and the fifth claims a similar pressure from the business world.

A sixth reason sometimes heard is the fact that varied course offerings help to make faculty recruitment easier. We have already suggested earlier (chapter I) that faculty recruitment will not be nearly the difficult problem in the immediate future that it has been during the past five or more years, and we will have further comments to make on the subject later in the section specifically devoted to recommendations about faculty. But it can be said now that an attempt to pretend that a college is a university is honest neither with the new faculty member nor--more importantly--with the student who, after all, pays the bill. A teacher whose energies are diverted into ever new and different courses cannot possibly do more than very average work; every additional course is therefore an expense in at least two very distinct ways. It costs something to offer it, and insofar as it robs a teacher's time in preparing himself for his other classes it costs the student something additional in hearing material not sufficiently developed or revised and updated.

That economy of instruction automatically spells curtailment of instruction can be denied. On the contrary, it can make possible the kind of instructional variety that foolish curricular additions would deny. At one of the schools visited by the writer--Boston University-- an extremely rigid program of course offerings exists. While there are good reasons for us not to want to imitate this no-elective, all-required program, yet its educational possibilities can't be ignored: the program deliberately involves the student in lecture situations, classroom presentations, seminars, and even the kind of individual work where the ratio is two teachers to one student.

Concordia College found it necessary to raise tuition twice in the last two years, and this did not provide us with any assurance even for the immediate future. The predictions that private colleges must learn to operate efficiently or expect serious financial difficulties have been made by too many reliable specialists to be ignored. Our proposals therefore have been made in full cognizance that efficiency of operation would not infringe on our status as an educational institution but would help to improve it. The core curriculum and the course plan result in considerable savings; we believe that these savings will be of benefit to our students because they will guarantee more effective and varied teaching of the essential areas that are part of college education.

RESOLUTIONS: ECONOMY

Resolution 19: We recommend that the Dean of the college initiate an inquiry into combining the best possible quality of classroom presentation with optimal economy.

Resolution 20: We believe that economy should not be the sole criterion in determining various ways in which classes are handled. We believe that for sound educational reasons the student should be exposed to a variety of teaching and classroom situations, from large lecture to independent study.

Resolution 21: We recommend that the Dean of the college charge every department with examining its course offerings in order to determine in which courses or portions of courses various methods of teaching can be most efficiently and effectively used: large lecture classes may be the most efficient way of handling certain kinds of information in certain classes; in that case investigation should also be conducted into ways of improving large lectures (television, dial access, etc.). Similarly, there may be cases in the present curriculum in which lecture is necessarily used, but in which the material would be more effectively presented in smaller groups, even seminars or independent study. Economic efficiency may be coupled with quality of teaching, and may in fact enhance it, by making possible teaching situations that have hitherto been prohibitive.

Resolution 22: Classes enrolling fewer than six students are subject to review by the Dean of the college, the professor in charge of the class, and the chairman of the department involved.

Resolution 23: Where several sections of the same course have heavy enrollment, so as to make the lecture method almost inevitable, and where the lecture method is an efficient mode of presentation, we recommend that the Dean of the college, the registrar, and the department involved find ways of combining these already large sections into still larger lecture units.

Resolution 24: Increase in student-faculty ratio is one method of effecting economy. The student-faculty ratio is not always an index of what student-faculty contact actually occurs in the college. Varieties of teaching experiences can be affected by concern for efficiency of presentation. Therefore we recommend that the Dean of the college consider the raising of the student-faculty ratio. While he investigates mechanisms for increased efficiency, at the same time he will be effecting optimal student-faculty contact.

THE LIBERAL ARTS COLLEGE

We have tried to make as strong a case as possible for economy, because it is on this factor--almost more than on any other--that the educational possibilities for a good college depend. We hope that the main point about economy is clear: economy does not mean curtailment, it spells out efficiency. The college must set priorities: for quite some time almost every sign of life and of interest was welcomed, but it is now apparent that we cannot do all of the things that various pressure groups want us to do. Furthermore, even had we considerably greater financial resources than we do, there seems to be no valid reason why we should do all of the things that are urged upon us.

The comments to follow are largely a summary of the kind of reading and discussing we did before individual resolutions were formulated. Chapter III, immediately preceding, listed basic reforms in certain critical areas: the course system--designed to get us out of the numbers game; the core--designed to give us a more flexible approach to basic liberal arts; the grading system--designed to place more responsibility on the student while allowing him greater freedom of choice. The opening section of Chapter IV dealt with economy: unles faculty members assume responsibility for the financial implications of their requests and habits, the operation of the college will become increasingly haphazard. It is only out of an awareness of fiscal responsibility that teaching possibilities can be enhanced and developed. We must choose as well and as wisely as possible, considering what we promise as a liberal arts college, and what we charge as a private liberal arts college.

The change in core requirements by itself will make little difference, just as the adoption of the course plan will equally remain merely another educational novelty, unless both of these changes (and those affecting grading policies and those dealing with instructional cost) are placed in context of a far more radical and all-inclusive series of changes. Resolutions 25-69 follow this section on general considerations in the liberal arts. They are arranged mainly in terms of initial concern: who starts worrying about what. Thus, departmentally based investigations precede inquiries initiated by the administration. Finally, Resolution 70, at the end of this chapter, contains suggestions for a time table for implementation of our recommendations. (Cross-references to Resolutions 25-70 will be made below as necessary.)

Curriculum reform is all to often merely an interesting game: reform is possible only when college faculty members take seriously that they have more to do than transmit information. Many a college program looks excellent on paper: our reading of college catalogs failed to distinguish the prestigious from the marginal institution, because both claimed the same high goals. Very little can be achieved by anyone who wants to make reforms in college education unless more than the curricular structure is affected by these changes. They must also make possible the changing--the developing--of teachers. Curriculum reform needs to take account of the realities of a particular institution: its present faculty, its physical plant, its financial security and prospects, and it must operate within this practical realm of the possible, of compromise. But even within this framework--limiting as it may seem--much can be done.

Educational objectives can be related to specific means: ideas about the relationships of areas of knowledge, information and theories about how learning takes place, information and theories about what methods are most appropriate to what purposes. That implies not a mere stating of objectives, but a hierarchial arrangement of priorities. It has been shown all too often that simply doing more of the same thing does not improve its quality: "a wide range of specialized offerings at the undergraduate level has little to do with quality but much to do with costs." (Dressel, #233) The indefensibly foolish aggrandizement of undergraduate course offerings is sometimes ascribed to the pressures being brought to bear by students; it seems equally likely that courses exist because teachers want to teach them, rather than because students demand them. There are other kinds of pressures cited, to get colleges off the hook of assuming responsibility for their work: allegedly, society has certain expectations of what college should achieve, and every college--even the private institution--is a creature of society. In the first place, being all things to all men has never seemd like either an admirable or effective character trait, and in the second place that pressure is often magnified by hearsay. (cf. our examination of almost 3,000 statements by professional men in a great many fields: overwhelmingly they all asked us to be ourselves, to teach what we can do best.) "Many campuses would benefit from more insistence on adequacy and less rhetoric about excellence, more underpinning for basic programs and less dissipation of resources in a multitude of projects, more attention to strengthening the citadel of higher learning and fewer sorties in the countryside." (Wilson, #96)

The college must come again to understand what it is. It is not a university, and to model its course offerings on that pattern would make little sense. It is not a technical institute, and to make vocational claims would have little to do with the facts. It exists within a particular social climate, and it must establish its own aims--consistent of course with those of its constituency but separate and distinct in its selfrecognition of goals and means. It must be realistic about staffing needs, and imitation of models it cannot possibly attain leads either to dishonesty or to financial disaster. It must learn to be efficient, and that means also operating as economically as possible. Last, it must demonstrate through its product--its students--that it can do its job better than any other kind of institution.

The small collegiate institution need not develop inferiority complexes about itself; there are many things which it can do as well as larger colleges and universities, and some it has a chance to do better. It can make possible the kind of flexible schedule which allows for a variety of teaching and learning experiences: imagination and toughness can make possible the increased costs of independent study experiences. Our own college, while its student body has in the most recent past become increasingly varied, still attracts the majority of its students from similar geographic and economic backgrounds: it has therefore a better opportunity in the immediate future to do something about unifying the 7-8 years of high school and college experience. There exists, on the small college campus, the kind of physical proximity of faculty in various departments, and of faculty and students, that offers more readily the opportunity for experiments with a variety of teaching methods. In other words, there is a good chance here to examine the relationship of all aspects of collegiate life, to raise the kinds of necessary questions about education to which we need to seek answers. To what extent are we aware of theories about human behavior that may enable us better to relate stated objectives and goals to the experiences which our students bring with them? Have we considered and made explicit the ways by which the various aspects of our collegiate program may be integrated or, at least, related? Does each course--in the core program as well as in the major and elective sequences--recognize the college goals as being of primary importance in shaping its content and methods? Have we allowed for the kind of regular evaluation, and are we willing to allow for the kind of regular change, that will permit nobody to offer something merely because that's the way it has always been done, just as it will permit nobody to reject something for those reasons either? Resolutions 25-69 try to invite and facilitate the kind of investigation and discussion that belongs to the liberal arts.

Student Needs and Expectations

Many students come to college with high hopes and ideas: that the college will free them finally from parental authority and influence, and thus help establish them fully on their own; that they will learn about themselves in such ways as to exercise the responsibility they desire; that they will encounter models whose lives will themselves demonstrate the value of commitment to their work; that they will make meaningful friendships and test themselves against the abilities and concerns of others; that they will gain the skills that will enable them to lead productive and satisfying lives; and that they will understand what such productivity and satisfaction mean. While they have high hopes, they are also--exasperatingly--passive about attaining most of these objectives, hoping that the college will do all of these wonderful things for them. They are willing to encounter, to experiment, to measure, but they seek leadership.

Students do not have insight into what is required in coming to and in acting on judgments. Having observed some adult models in whose lives they see--to think they see--hypocritical subservience to practical ends, they have come to cherish an isolationist morality in which honesty--and honest expression--of feeling is preferable to "getting along with other people." They come with the experience of a kind of two-value system: the will of the majority and the lost cause of the rest.

Consequently, argument and debate are matters that are often seen by them in grossly oversimplified terms. They may see something as either right or wrong (regardless of whether the subject itself even allows that kind of easy alternative), or they may find their way out of a maze of conflicting evidence by cherishing the immediate and safe: feeling triumphs over everything and, after all, isn't everyone "biased" anyway? They lack experience in the kind of decision making that relates most basically to values: recognizing the relative accuracy of various kinds of facts; assembling such facts for the sake of examining similarities, consistency, and coherence; reaching temporary and proximate conclusions (and admitting the short life of such judgments); enjoying the diversities and differences that exist in conclusions; and relishing the ability to withhold judgment or to adapt to decisions without feeling that that is an act of dishonesty or of cowardice.

One of the most frequently heard criticisms is that students lack the skill of expressing themselves accurately and effectively in writing and in speech. The diagnosis is true enough, although very often discussion of causes and cures leaves much to be desired. Most frequently the solution--or the failure to solve--is handed over to the English department. (Thanks to the development of general communications approaches to higher education, the department of speech now also gets to share the blame.) Some of the critics still adhere to the notion that there is a "correct" and an "incorrect" way of using the English language. While that notion can generally be shrugged off with a kind of hopeless despair, the accompanying solution--that there is a course or a teacher who can, or should, cure the student's lack of expertise in oral and written expression--can be dealt with in a report on curriculum.

Students lack insight into relationships of ideas within a given discipline, and between disciplines. Their approach to problems has, prior to college, consisted largely in answering the question "what does this mean." Even in college their work all too rarely deals with the question "how does this mean." Students lack the insight that generalizations in, say, history are most often made on the basis of the coherence of facts rather than their "truth." Consequently, their generalizing is either directed to the purely imitative, or to the self-protecting notion of individual "bias." Student irresponsibility in the use of language comes very often from ignorance of how knowledge in a field is claimed to be knowledge, and ignorance therefore of what kinds of statements may be made with assurance.

Students lack insight into the enormous variety of lives that can be theirs to lead. This is an ignorance only in part expressed in mistaken notions about professions and vocations. Even here they come with ideas that are insufficient, and insufficiently based. Often idealistic notions of service and dedication manage for a time to protect the student in his unawareness, but when one considers how frequently and regularly students change their majors in college (and later in graduate school and in their jobs) one must come to the conclusion that student ignorance of what various vocations do entail is not often enough alleviated by the college. (And the departmental structure, with its commitment to early specialization, is frequently a disservice in enlightening the student about his professional choices.)

But students also lack insight into the varieties of lives that the educated man is capable of because he has learned something about the roles he may play, regardless of what vocation occupies him during the day. Sanford's description of delinquency can be extended to some students who have never broken the law: such a student can also be thought of as "one who simply has no intellectual resources that would permit him to deal with his problems in his imagination.

Physical activity and sensation are the only modes available to him for satisfying his needs." Many of the student cries for relevance in the curriculum may be seen as directed to the college's failure to reveal the immediacy and need of many, different kinds of experiences. It should be one of the distinguishing characteristics of the well educated man that he is "open to new experience and capable of further learning." (#401)

This kind of ability is drastically different from the kind of learning for an elite that may once upon a time have been considered as being the function of liberal arts education. We are not talking here of "culture," but of the fact that our students need awareness of a variety of experiences precisely because they will be living and working in a world somewhat different from our own. They will change jobs (or develop new job skills) more frequently, they will have considerably greater amounts of leisure time, they will have greater opportunities to slip into the anonymity allowable, for example, by the mass media. Another way of indicating this lack is to suggest that our students lack the ability and the skill to have fun, to relax, to play. In the area of the imagination they are still only gourmands.

On the other hand, as we suggested above, the student comes often with clearly implanted notions about vocational choices and skills. Whoever or whatever may be responsible, whether parent, high school counselor, or friend, for the student the college has the distinct responsibility of training him as quickly and efficiently as possible. Such vocational choices are sometimes seemingly made more certain by the fear of the new and unknown experiences, and intensified by some failures the student may encounter in his early college experience. All too frequently such early decisions and commitments are premature, and the student settles on a career choice that is not fitting for him, one which later he comes to regret. The college responsibility, to make options clearly available, should seem obvious: opening up areas of which the student was previously unaware, removing the fears associated with the unknown through a variety of measures, and assuring the student every opportunity in the difficult transition years to become more certain of himself and of his choices.

As anyone who has taught college freshmen for some time would undoubtedly support, most college students come with considerable willingness to learn. We suggested earlier some of the high, understandably and commendably fantastic, notions which students associate with going to college. For too many students, college proves to be a let-down. For their teachers, such expectations can provide considerable excitement and stimulation. But if the expectations are not met, then agitation and disturbance can result. (That obviously does not mean that all student expectations must be slavishly fulfilled; on the contrary, it should suggest that these expectations must be steered into directions and areas which can be satisfied, which will be of greatest benefit to the student.) That the incoming freshman is not a research scholar should not be surprising, and that his frequently idealistic ideas about service and commitment take priority for him over the kinds of aims some of his prefessors have, should not be cause for criticism of the freshman.

That he needs guidance is clear, even at times to himself. Student pressure is rarely directed against learning as such, but it is directed at learning he considers to be irrelevant. Frequently the student is right in his judgment: college curricula are being reformed all over the country. But when he is wrong, then ignoring him will serve neither the student nor the goals of his professor. The student then needs the concrete demonstration in the classroom that what is being taught is most important. (And books alone don't manage to do that, neither do just more assignments.)

The student comes often with a sense of considerable disillusionment about the society in which he lives. He hopes to find in college some explanations of his dissatisfactions--with an "unpopular" war, with racial discrimination and hatred, with the contrasts between unimaginable wealth and degrading poverty, with automation, with increasing submersion of the individual. His solutions then may be exasperating and need often to be steered: adding a "course" on the ghetto may not explain very much more to him. But unless his demands are met by filling some of the lacks with which he comes, college will become for him simply a further extension of the establishment.

It is quite possible, as some have suggested, that fear is basic to many student demands and responsible for many student actions. "Intellect is feared because the student perceives intellectual pursuits not just as the cold amassing of facts but as a style of life that threatens his established ways of feeling and acting: letting oneself think differently might lead to letting oneself feel differently." (Katz, #509) At the same time as the student quite rightly comes to expect the respect due to him as an individual, so also his awareness of his own inabilities and insufficiencies begins to grow: he feels powerless to confront the evils he believes exist in society, he finds little consolation in vocabulary lists, and he turns to his private self to seek the comfort and satisfaction he needs. The so-called "peer pressure" at least gives him the assurance of what is already known and understood by him; as Schwab points out (#329) even the physical proximity (and stench) of a sit-in then becomes a cherished experience.

The comments above are not new, but they may have been forgotten in the handling of some college courses. We have tried to review some of the problems which confront our students; that these problems cannot all be met or satisfied would seem obvious. In fact, some of them require the skills of fully trained psychologists and psychiatrists. But every college teacher should have some awareness of their existence; it may be that such awareness would be more valuable than some of the specialized information we bring to our jobs. It is of course one of the surprising characteristics of the college teaching profession that it is probably the only major profession which requires a great deal of training--none of it in the job which the new teacher will be expected to perform: teaching.

College Realities

There are considerable pressures on the college at this time: confidence in so many social institutions has weakened, and the temptation is great to make the college an instrument of "societal demands and needs. We should not be indifferent to the latter, but must not be stampeded by them either." (Gould, #32) That there is considerable evidence that calls for collegiate housecleaning seems clear; that not all of the solutions demanded are in the college's interest is also apparent.

O. Meredith Wilson points out "two contradictory principles," whose failure to be resolved may have contributed greatly to collegiate difficulties. The amount of information in all disciplines has increased so very much that each generation in the history of mankind apparently has a considerable advantage over its predecessor; at the same time each child starts with the same kind of ignorance and must proceed to the knowledge required to lead its own productive and satisfying life in its own time. (#48) The popular phrase, "the knowledge explosion," can refer to this dilemma: as more materials are made available for education, the need to choose which ones are most important becomes greater, and the choice more difficult.

One accusation levied against the college is that they have simply not chosen. Instead of learning to discriminate, to set priorities, to give guidelines, they have reacted in one or more of several ways. (The reaction may well have been of a passive nature; i.e. the colleges allowed situations to develop, they did not choose or plan them.) More and more material is crammed into courses, much of it merely the kind of information that could be more effectively obtained from sources other than classroom lecture. Secondly, more and more courses are added to the curriculum. Third, partly as a result of the preceding, the curriculum has increasingly led to fragmentation of learning experiences, rather than to integration. On the assumption that teaching consists of dishing out as much information as possible, and by demanding attention for what is--after all--only information, colleges have come to measure a student's progress by how well he could listen, remember, and repeat. The classroom has become the place where homework is reviewed and ordered according to principles known only to the instructor. (That he himself might have been unaware of principles, or that orderings different from his were possible, is best left unmentioned.)

Some of the blame might be attached to the universities here, because the graduate schools never--until in recent years and then at a very few major institutions--paid attention to giving their students any training other than that of research proficiency. The college teacher was certified for having completed a difficult research assignment, and it was tacitly assumed that minimal command of one area of specialization would enable him to teach. The departmental structure, as well as the imitation by colleges of the institutions from which their faculties were drawn, both helped to continue to place more emphasis on professional advancement within a given discipline, than on aspects related to teaching.

In addition, some possible weaknesses in graduate school training may have helped to develop and increase potential weaknesses in college teaching. The Ph.D. came, in many institutions, to be a degree of intensive and exclusive specialization. As a result, except for a few truly major universities, graduate training came to ignore the importance of knowing more than one's own discipline. Even the much maligned Sputnik demonstrated anew that what our country needed was not more engineers, but more thinkers--men highly trained in one area but able to relate their disciplines to other areas in order to see the contexts within which significant achievements and accomplishments may be made.

Our correspondence with graduate schools and business firms also established this point, and it may be that in the future more college faculties will reflect the concerns that these replies revealed so clearly. At a time when college training has become an intense preparation for what some faculty members believe the graduate schools and the business firms want, the latter are telling us that what they want and need are educated people, not trainees.

Certainly one aspect of the kind of research that the Ph.D. gives testimony of could well be utilized in college teaching, but it is almost never drawn on. Research requires not only skill, but character traits that may well be revealed to students. It requires patience in assembling materials, careful scrutiny in assessing similarities and consistencies, imagination in reaching beyond the evidence, and still more patience in testing one's visions. A class that would demonstrate these qualities, as professor and student work together, would likely be more relevant than a new course on the political implications of the Asian flu.

It is a difficult business, this setting of priorities, but it must be attempted. Wayne Booth's comments at a liberal arts conference in 1967 are well worth remembering: "To think for oneself is, as we all know, hard enough. To design a program and assemble faculty to assist rather than hinder students in their efforts to think for themselves is even harder. But in an age that is oppressed by huge accumulations of unassimilated knowledge, the task of discovering what it means to educate a man is perhaps more important than ever before." (Booth, #3)

In addition to the housecleaning realities that need to be faced under this heading of the knowledge explosion, colleges must also become more aware of the causes that are responsible for student failures to complete their education. There are, among the college drop-outs, too many students for whom academic success could reliably have been predicted, and the reasons why these students were "turned off" need to be examined with greater care.

The pedantry of some curricular offerings is surely a primary reason for the great waste of human resources. No one would want to deny the importance of hard-nosed empiricism in some disciplines, the need for painstaking and precise and accurate work. But is the importance made real for students, do they understand what it is they are being asked to know, in a context more relevant than merely memorizing because they are told to do so? Students are put under a great deal of pressure: pressure per se can be a very healthy element in one's daily life, provided the causes of the pressure and the purposes for its presence are understood and accepted. Too much teaching postpones the latter explanation; the student is asked, or told, to be patient because all of the requirements will eventually be clear to him. That may be asking too much. The student learns only the facts, and their interpretation and even their very selection is left exclusively to the professor.

We need to find out a great deal more about how people learn. Certainly, it should be clear that teaching is more than telling, and learning more than receiving. Under those conditions the highest rewards are given to the students who can best outguess the professor: campus grapevine about teachers' examinations manages to be fairly accurate. We need to know more also about the students' prior experiences: such information can be of great help in taking advantage of the strengths which a student brings with him, and can help prepare us for introducing him to unfamiliar territory without unnecessary fear and humiliation on his part.

We manage to be particularly rough on the kind of student who does not quite so readily as some of us fit into the utilitarian way of life. Our insistence on certain kinds of intellectual habits at the exclusion and expense of other aspects of the human personality has enabled some students to achieve greater success in our kind of system. The technical assignments that we give to these students--solving problems for which solutions already exist, learning facts whose selection is never questioned, doing chores whose purpose is given--are handled by them with considerable success. And the rewards for these students are very great. That these are necessary tasks for certain kinds of activity would not be questioned, but one wonders whether the ability to take orders is so very supreme in the calendar of human needs today and tomorrow. The creative individual, who questions and relates, is too often discouraged by the educational system we have contrived. Life-long education is supposed to be one of the aims of the liberal arts college: "it is a goal for which college graduates have had no initiation." (Cartter, #53)

College Possibilities

Considerable experimentation is going on across the country with various innovative teaching practises and devices. Some of this is not new but old stuff with new names; some of it smacks of gimmickry and the hardware mania; much of it requires careful and reliable evaluation. But all of it deserves interest and information, and we have urged a series of resolutions designed better to inform us of what is happening elsewhere, and with what success. (Resolutions 47-51) We need accurate information about standards employed in making evaluations, and equally accurate cost estimates. Many techniques need faculty with special kinds of training, and we must take those costs into consideration as well. (Resolutions 41-44) We must be aware of trying to maintain some kind of sensible and planned balance between the hardware that seems to be multiplying so rapidly, the people who will be using it, and the people for whom it is intended. We need information not only on how some techniques may be used, but when. Finally, we must be aware of the basic economic principle that if a range of learning experiences is desirable, this can be achieved only with the existence of some large classes and the elimination of unnecessary duplication of sections of a course, and of courses.

Independent study is now being tried in the English department with a large number of incoming freshmen. Obviously, independent study is not a new teaching device, but its wide application is new (approximately 200 students in the freshman class entering in the fall of 1969). The department has made several cost studies before planning its program; these will need to be reevaluated at the end of the school year. Much of the disillusionment with college comes in the freshman year: it is here that the potentially willing and even excited new student is turned into a bored pseudo-sophisticate who has learned to outguess his professor, who finds his studies dull and limiting, and who in addition is sometimes seriously injured by the pressure of stiff competition for grades. The entire freshman year should be viewed as an orientation to what education is all about: it is here that college failures are most frequent and most serious. The financial burden need not be intolerable: a planned combining of a variety of learning experiences can help keep costs down even when the student-teacher ratio is 1:1.

Independent study need not be limited to the freshman year. It is possible to plan entire major sequences for exceptional students, in which most of the work is handled in this manner. A department may, for example, set a certain number of skills as satisfying its major requirements (Resolutions 25-27). The student is assigned to a major professor, or to several, and with proper guidance sets about a systematic reading program to master the information and skills he has been required to attain. (For record-keeping purposes, for the sake of eventual transfer of credit, for the sake of maintaining some regular measurement of progress, it is possible to continue certain bookkeeping devices as for regular course enrollment.) The student is allowed and encouraged to seek help as he needs it: he sees his professor once a week, he may sit in on any classes at any time, he will be given every possible assistance not only with local library facilities but with interlibrary loan, microfilm, Xerox, etc. He may present one major paper each semester. When he has met the set requirements, he is certified as having obtained a major in his field. (Resolutions 28-30, and 32-33)

Such a program would certainly be most likely to free the student from the habit of seeking information from his professor: he will obtain information from sources far more efficient at this than any teacher (the library, the computer, etc.). A good deal of imaginative and careful planning will be required: the student has a right to know when certain topics will be discussed in a particular class, just as the professor has a right to guide the student to those classes at those times. That avoids the unnecessary duplication of effort that might otherwise result, places fuller responsibility on the student, and frees the professor to do the kind of individual work with the student as his co-learner that regular classroom procedures so often don't allow. This plan should not imitate the worst features of the dissertation game in some graduate education; it can emulate some of the best features which were responsible for our becoming teachers. The plan may make possible a variety of teaching and learning experiences, it could place professor and student in the ideal relationship of both being learners, and it could ensure some of the life-time goals of continuing education that liberal arts colleges try to produce. (Resolutions 34-36, and 39-40)

We have been told often enough that what our time needs is more bridge builders, and not nearly the same percentage of specialized "engineers." Certain kind of bridge building can be effectively started through some of the independent study programs that have been described, and some of these are in existence already. Principia has been started for 25 freshman for the 1969/70 school year; Dean Bailey's Credo College proposal is a model both for Principia and for some of the suggestions above. In addition, short-range plans can also be made: our calendar allows for considerable flexibility and variety during the two main terms (Resolutions 1-9), and particularly also during the summer term. (Resolutions 31, 36) None of these possibilities, however, must be considered unless they are discussed and presented in the context of considerable study: no faculty member works in isolation from his 150 colleagues, and the costs that are ascribable to his programs are of concern to the entire college. For this reason we have urged departmental reviews and self-studies, not only in some of the resolutions already mentioned, but also in Resolutions 25, 52, and 56.

Independent study is nowadays a very favorite phrase, and obviously the concept should be an important one for college instruction. But it is very much only a part of the kinds of academic learning situations that we have discussed as advantageous and feasible. The student must learn the possibilities and limitations of a great many different situations: much of his adult life will be spent with the mass media, and the impersonality of the large lecture (or of the televised lecture) is at least as necessary a component part of his education as independent study. He must also learn how to function in a small group. He must have a variety of professorial (and other) models. He may be involved in off-campus experiences. He must be exposed to the possibilities of the newer media. All of these, and many more, experiences are capable of being of considerable benefit to the student. Perhaps because we are older, or grew up without the mass media, we can listen to the evening newscast with critical independence: our students very often lack this skill, and it needs to be trained and developed. Perhaps because we have served on many campus committees and know what ultimate and immediate goals are, we can accept compromise solutions and continue to work for more far-reaching achievements. Our students very often lack the flexibility and patience to do this, and they need training and development in these concerns of action and decision making. Perhaps because we finished our graduate degrees we know what it is like to make an intense effort over a long period of time. Our students have not been exposed either to the intellectual habits required for this kind of work, or to the character traits that operate in cooperation with intellect: patience, stubbornness, imagination, vision. (Who besides educators ever talks of the intellect as a human function separate from other human characteristics?)

Variety in learning experiences may be attained in so many ways. The unfortunate demise of the Student Tutor Society last year is lamented, but it may be advantageous for us after all if departments can be energetic and imaginative about student involvement in the teaching process. There is, however, one word of caution that needs to be said, or several. The student is not to be used to the advantage of the professor, but for his own. The notoriety of some graduate assistantships is big enough without having the college imitate those practises.

We are not a faculty of distinguished research professors, but a college faculty. If our claims about what a small private institution can achieve are at all justified and justifiable, then reserving our best talents for the lecture room and allowing humdrum discussion routine to be handled exclusively by students is difficult to support. Our students deserve to have their papers read by us; they are paying for that privilege. The latter can be put in terms other than crassly economic: if student papers and student examinations are merely a kind of routine repetition of professorial lectures, then 1)they can be read by the student assistant and 2)they need never have been assigned. If they are not, if they purport to be student investigations that require the writer's application of principles and methods, then they deserve and in fact necessitate the teacher's judgment. The same principles may be applied to the use of students as tutors, and to other paraprofessional personnel. By all means, free the highly trained (and expensive) professor from killing routine work, but insist also that his talents be used in the many educational ways that our students are entitled to be exposed to and that he can best direct.

Similar observations may be made about off-campus experience. Certainly, it seems indefensible to maintain that the most important learning takes place in the classroom. Work/Study programs are possible and advantageous in many disciplines. Travel abroad (for a year, a semester, or a summer term) can be of considerable benefit. But, again there should be some common sense cautions expressed. Perhaps because some of us worked our way through college we know that work as such is neither liberating or broadening. Perhaps because some of us have travelled a great deal, we know that travel is exciting but not necessarily educational. Work/Study programs, Service Semesters, and Travel are expensive educational affairs; they are expensive for the student (and financial discrimination doesn't seem like such a good idea), and they are expensive for the college. Good administration, thorough and reliable supervision, imaginative and tough planning--all these take considerable time and cost a great deal. They are possibilities that have worked for some institutions, and they should certainly not be ignored by any of us. But we ought at least to be careful that we don't substitute the physical peculiarities of low-budget travel for the stench of the sit-in.

One area of learning experience for which present facilities prove to be handicapping, is that of residence hall instruction. Obviously, as is so often the case, the concept is not new; versions of it have existed for centuries in European universities, and in American prep schools, academies, and colleges. Significant supervised work is now going on, however, at several institutions, and it deserves our attention. The erection of new buildings on our campus, even the refurbishing of existing buildings, will be postponed by several years. In addition, the fact that private colleges have, in relationship to their share of total enrollments, profited more from building support programs than have public institutions, may mean a temporary slowdown in availability of funds. We have, however, at least the opportunity--dictated obviously by circumstances quite beyond our control--to study and investigate now, so that future building choices can be made from that kind of knowledge as well. (Resolutions 53 and 54) This situation, and its consequent possibilities, can be applied also to the exciting area of classroom design, as of course it is already being studied and implemented in the library expansion now about to be begun.

One innovative area requires especially careful consideration, the use of the newer media in instruction. Hardware has fascinations for many of us, and it would be good to remember that to such equipment a kind of Gresham's Law applies very nicely. But one should see the application of technological possibilities in several ways.

First of all, we believe that it is not the professor's primary job to be the official dispenser of information. The role that books in the library should always have played in that aspect of education, is now supplemented by equipment that makes information storage and retrieval at least as efficient as the book. Therefore, it is necessary for us to be informed about such experiments and developments as those going on in programmed instruction, computer assisted instruction (including the administration of examinations), as well as the already more familiar devices such as slides, films, records, tape recorder, opaque projector, etc.

Secondly, we believe that certain technological developments may be used for specific educational purposes (other than the dispensing of information). Microteaching is already being used effectively in our education and speech departments, and it might be considered (with due fear and trembling) as being of benefit to faculty as well. (Hearing one's own voice for the first time on a tape recording has proved often to be a very healthy shock; seeing oneself teaching, as television makes possible, can be at least as healthy.) Also, the telelecture (amplified telephone conversation with distinguished people) can help considerably in achieving what Beloit College calls "bringing the world to the campus."

Third, our comments above about the need for a considerable range in the learning experiences to which our students must be exposed may be repeated and reemphasized here as well. The student is often concerned about how he may retain, or even become aware of, his identity in a world in which automation makes rapid progress. Theoretic or abstract discussions of this are of value; practical exposure to the mass media, direct knowledge of their potential and methods, is at least as important.

Fourth, technological improvements are capable of improving teaching. A televised lecture may of course be merely an economic necessity: multiplying one teacher into a great many classrooms and paying for his performance just once instead of several times. Televised teaching however can also produce far more than mere magnification of straight lecture; the kind of demonstration that was usually beyond the financial resources of a single teacher or department is now possible.

Fifth, considerable possibilities open up to us just because we are located where we are. We have available to us two television production centers, and we are actively engaged in tri-college common market discussions. Cooperation has already been of considerable benefit to us in areas such as use of computers; the facilities of such television systems as ITFS or CCTV may be beyond the resources of a single institution, but not of three.

There are, then, considerable benefits to be reaped from responsible and active consideration of innovations. These require college-wide examination, unless expensive mistakes are invited. Through departmental reviews of major programs (Resolutions 25-46) and through administrative sponsorship of particular research activities (Resolutions 47-69), much improvement in the efficiency and caliber of teaching can be achieved.

The preceding comments have dealt mainly with so-called innovation in education. Another area of major concern is that described by the term "relevance." To begin negatively, we don't believe that colleges should allow themselves to be attracted to that which is merely contemporary, no matter how attractive the slogan is. To "tell it like it is" could easily lead to the presentation of subject matter that is hopelessly out of date by the time the student gets ready to use it in his own professional life.

But the concern with relevance is obviously far more serious than that, and it is an almost embarrassingly obvious and justifiable student demand. To begin with, educational theorists have known and urged--apparently in vain--for quite some time that teaching must take cognizance of where the student is in the total instructional program, of beginning with him (his abilities, his fears, his potential, his skills) and then leading him beyond that place as far as he is capable of going. When we are asked to be relevant, we are asked, in part, to be the kinds of educators who know and care about the enormous variety of skills and aptitudes and concerns which our students bring with them, we are asked to do what we preach, namely to begin with these. And we are not asked to stay with these.

Also, we should see the cry for relevance as being an expression of idealistic concern on the part of the student. To ignore such idealism, or to react in a purely authoritarian manner to it, is obviously a policy that would be difficult to justify under the heading of liberal education.

What we do need to do is to create the kinds of challenges that will excite and lead the student. Where he brings fears and uncertainties with him, we need patience and ingenuity to overcome these (Resolutions 13-18, and 68-69). There are competencies that are required of everyone who has even a modest claim to being educated, and these are the competencies furthermore which are required not only by colleges and universities, but in daily life situations. To remove the machinery for developing and testing these competencies is of no service to the student: a temporary sense of relief may be achieved, at the expense of leaving him as narrowly unaware of his abilities as he was before.

A curriculum that is really what it proclaims to be, fully representative of the skills, methods, rewards, and possibilities of various fields, is relevant. Some vocabulary needs to be learned in every discipline, but such learning should never be, or presented as being, for its own sake. The discipline of learning is just that, a discipline. But if the discipline is robbed of the sense of excitement that makes living within it a life-time career for some faculty, then the discipline becomes a meaningless requirement. It may be well for us to remember that the scholarship to which we devote ourselves has its origin in curiosity, and that we must begin with the latter if we hope to give our students some sense of the former.

As we have said several times before, we hope that liberal education produces life-time habits. The professional musician knows that practising scales was indeed necessary, and still is. But in too many of our classes in all of our fields our students are held mainly to just "practising scales." If they find that dull and boring, we should compliment them on their insight and we should abandon the hope that they will find lifelong education exciting, necessary, and even relevant.

One may use the example of the musician for a further extension of what it implies for all fields. The physical dexterity required in good performance may be analogous to the vocabulary lists (in whatever shape or form) of other disciplines. But physical dexterity is by itself only a minimum requirement in music (as in athletics), just as remembering details and facts in all disciplines is only a kind of union card. Just as music is no emotional bloodbath, but a serious activity in which physical and intellectual skills are both called into operation, so the disciplines in all departments also call upon more than one kind of separable human attribute. When our students will find their interests awakened, when they can progressively test themselves against competencies whose relationship is clear to them, and when they come to experience the kinds of tension (balance, not harassment) that full utilization of more than the intellectual abilities produces, then the cry for relevance in the curriculum will disappear.

A similar kind of student concern is in the area of co-curricular activities, and in increased recognition of the importance of such activities. In the first place, this is a very serious and rightful kind of concern. The fragmentation of the curriculum has become such that for some students the campus must seem like an institution with many solitary confinement cells: the sociology major may not speak to the philosopher, nor the physicist to the literature student. That this fragmentation of the curriculum is very much a fragmentation of society, should be apparent to any of us who are more than mildly concerned with the implications of nuclear bombs, chemical warfare, cybernetics, and biological engineering. In part perhaps because we, as faculty models, have forgotten how to speak with one another, our students have found it increasingly difficult to find unity of purposes in our curriculum and have sought and found it elsewhere.

Secondly, we suggested above that it seems difficult to maintain man's intellectual capabilities at the exclusion of other aspects of the human personality. We become specialists in our own area presumably because of some such vague, but nonetheless very important, reasons as a sense of excitement, of commitment, of service. Furthermore, we became specialists in our own areas because these vague reasons became realized (and therefore important) in the process of our training. In other words, we probably became specialists because of more than mental abilities; because we became aware of, and were satisfied with, the kind of tension between abilities and between kinds of satisfactions that our areas of work made possible for us. But unless we reintroduce this sense of balance into our classroom (and remember that it is a balance achieved by tension, not by lethargy), we must realize that student demands in the area of the co-curriculum are often wiser than our own practise.

Third, we should remember that we ourselves do not lead only the life of the classroom, and that we engage in activities that are sometimes as important to us as the work of the classroom. (Obviously, we are not talking here of moonlighting activities that have little other than economic relationship to our jobs.) Our research, our committee assignments, our get-togethers over coffee--these are all very much relatable to the fact that we think of our college as a community, that we are concerned with its well-being and its improvement in ways other than through what happens when we close the door and start talking at our students. Student concerns with co-curricular activities can be the equivalent of what we ourselves do.

Fourth, we should remember that our students are human beings, usually of one particular age group. Co-curricular concern is often no more than insistence on this obvious fact, and it is embarrassing for us to need to be reminded of that. Students want us to be models in certain kinds of activities (and we certainly need to do our jobs better in this area), but also they want the respect we accord to all people as individuals, the kind of respect that has little if anything to do with just one kind of achievement (such as academic prowess) but is accorded to the student because of who and what he is.

The opportunities for student participation in the curriculum, and for recognition of student work in other than classroom situations, are many. It might be well to point them out periodically, because student generations do change very quickly. We have urged additions to the opportunities already in existence (e.g. the independent study and the seminar courses in all departments which already make available the machinery for evaluation--i.e. giving academic recognition--of activities outside the classroom. Emphasis here, incidentally, does lie heavily on the word "evaluation" because mere activity is not part of the curriculum.). In addition we have urged the inclusion of students in an increasing number of activities that go considerably beyond classroom procedures. (Resolutions 25, 29, 35, 39-40, and 68-69)

A few comments should also be made about minority studies; the comments are few not because we believe the subject to be unimportant, but because we view it in ways very similar to those already described above. The cry for minority studies should be taken as a demand that liberal education be representative in its selection of materials, and that liberal education also allow for the study in depth of areas that are of vital concern to all of us. We allow ourselves too easily to get into habits of selecting text materials from past experience only, whether that experience be our graduate school training or our previous college teaching.

We hope that we have often enough in this report made the comments about the irresponsible adding of courses and programs when manpower and other resources are inadequate. That kind of public relations game may have temporary political advantages, but it must not be urged as academic policy. But we do mean that colleges and univerisities must get over their exclusive concern with certain elements of western civilization, and that responsible planning of curricula must take full account of the complexity and heterogeneity of all of mankind's contributions. (Resolutions 28-30, 37, 41-44, 52, and 60-67)

Among the college possibilities is another element, of a different nature than the above but directly related to all of them: its faculty. Concordia College had survived the depression and the second world war largely because of a very small group of dedicated individuals: those may sound like trite words but anyone who remembers this group of teachers also recalls something else about them that contributed to high standards and high morale (and it certainly wasn't high salaries!). Undoubtedly because they were a group, i.e. people who had worked together for a long period of time, they had a high sense of purpose and mission, they had excellent understanding of and concern for their students, they knew and believed in college education.

That the college altered considerably during the 1950's is not cause for romantic regret, although one should also not quite so readily dismiss the college's past as something of historical interest only. The change was inevitable, and it is our purpose today not to return the institution to some imaginary past, but to try to direct its course to an equivalent sense of unity and purpose in the future.

The factors involved are not local but nationwide in character. All institutions have grown considerably, the notorious knowledge explosion has had repercussions everywhere in college curricula, technological improvements or at least changes have had considerable impact on teaching methods, today's student grew up in the kind of world that most of us did not know in our youth, and the demands for education not only increased quantitatively but also changed the purpose and scope of education.

In part as a result of these, college teaching has become for many of the younger faculty a second-best choice. This is not their fault, obviously, but all too often the result of the kind of graduate training they received. In the latter, the exclusive emphasis on scholarship created (even if it did not spell out explicitly) expectations that college teaching failed to satisfy. Furthermore, the temporary condition of the seller's market during the early and middle 1960's increased the competitive basis on which faculty could operate, and increased therefore the likelihood for eventually snagging one of the "real jobs" in the profession, university teaching.

The writer happens not to believe that college teaching is a second-best job, or that scholarship and the excitement of an intellectual community may exist only on the campus of the university. What one's personal opinion may be in the matter is of relatively little significance: the statement is probably superfluous because too much of this curriculum report hopefully is consistent enough to suggest this anyway.

A college needs capable teachers in a great many areas, but too often these areas have been defined along the lines suggested by the graduate schools and the professions. The degree game, in part aided and abetted by the artificiality of accrediting agencies' supervision, came also to identify successful teaching careers with those institutions most obviously equipped for research positions.

We need to recognize that many a new teacher has not thought much about his job of teaching, or not nearly as much about what teaching really implies as he has about what the preparation of lectures for his classes entails. That happens to be true of many an old-timer as well, but we are concerned in this report with preparations for the future of Concordia College, and it is for this reason that we direct so much attention to future employment practices.

Here, as everywhere, we must set priorities, and stick to our own guidelines. We need, first of all, either to be sure that our new faculty members have the insight into what is really expected in college, or we must take the time to train them, to exchange information and ideas, to consider good teaching as an art that requires practise and invites criticism as much as any performance does. Part of this may be achieved through growing understanding of what is being done in research in teaching. (Resolutions 32-33, 36, 40, and 47-51) Part of this may be achieved through departmental self-study. (Resolutions 25-27, and 52) Part of this needs to be done through supervision of housekeeping chores. (Resolutions 34, 45-46, 68-69) Part of this may be done through taking advantage, as finances permit, of special opportunities in subject matter competencies that go beyond the usual narrow confines of specialization. (Resolutions 28-30, 35-37, 40-44) Part of this must be done through a systematic and fair evaluation of teaching loads and assignments; this would include consideration as well of student assistants, paraprofessional help, laboratory work, number of students, number and kind of written assignments, special committee and research duties, etc. (Resolutions 47-51, 54-46, and 68-69) Obviously, much of it needs and can be done through supervision of faculty recruitment policies and practises. (Resolutions 41-44) Part of this must be done through the evaluation of how increased student involvement in curricular policies and practises actually affects faculty time, just as it requires thinking about how faculty can be trained and encouraged to develop such student involvement. (Resolutions 29-30, 35-40, 59, and 68-69) That the primary job of a college is teaching is probably true enough; that teaching is slightly more complicated than standing in a classroom and reciting to students who should take notes, needs to be developed for many teachers.

One of the college possibilities that has obviously been primary throughout our report is the development of student potential to its fullest. The comments here pretend to be no more than a partial summary of what we have urged in the preceding pages and have tried to guide in the resolutions to follow.

The student has considerable opportunities, and those we know about pretty well. He also has considerable difficulties, and these we should be more aware of. For one, he is a temporary citizen in our world, an individual who comes for a maximum of four years, adult and responsible in many ways, unaware of who does what to him, and without sufficient explanation of what--in other than completing assignments--his rights and responsibilities are. He comes with an incredible amount of enthusiasm and idealism attached to the notion of "college," and that some of this energy needs to be properly directed and steered because he is 1)an alien in our midst and 2)unaware therefore of the kind of organizational and idealogical structure within which we function, should be part of our concern.

He is an adult in so many ways, and so very much more uncertain and unsure than some of us over 30 in others. He lacks often the knowledge of what pressures he will encounter, and how he can cope with them. His value judgments are often black and white, and he has impatience (because he lacks experience) with the gray areas in between. He comes to us at the critical moment when for the first time he has overtly severed the family ties that he grew up with, and he needs more than rules and regulations to enable him to make the transition from membership in the family society in which he lived as a child to membership in the many societies to which he can commit himself. At the risk of still one more oversimplification, he comes to us with insufficient understanding of the complexity, difficulty, and excitement of being human, and he is confronted by--at best--exclusively intellectual challenges and by--at worst--drill exercises.

This student has some justified grievances; that his own solutions aren't always feasible or even commendable is less important than the fact that we do owe him more than we give. We need to develop in the student the ability to play a variety of roles. Liberal arts education must provide him with the skill of obtaining skills, enable him to fill the many different positions which he will have. We know that our students will have greater opportunities for leisure than we had; if liberal arts education does indeed take seriously its claims for lifetime goals then we must develop in the student an awareness of his role as a thinking and creative individual. This goes further than awareness, it extends to creating and intensifying the realization of need as well. Our students should learn what it means to be discontent, in other words what role curiosity plays in life. Our students must learn, through all aspects of college activity, how to channel, direct, and satisfy a variety of needs, furthermore; intellectual competence is only a part of existence. The student must learn the bases for the values he cherishes, as he must also learn therefore the bases for values other than his own. And he must encounter the ways by which decisions are made to implement some values, the ways by which people work together in ways slightly more significant than merely side by side. The student must be aware of how judgments are made, what constitutes evidence for the various disciplines to which he is exposed, how inferences are made on the basis of the determining of relationships, how generalizations are justifiable and how they are subject to future change. It seems to the writer that these are purposes that should enable a college faculty to get over its inferiority complexes of being relegated to the kind of institution that is inferior to the university; in many ways the college is the place "the action is at."

And so we hope that a college can have more confidence in itself, can come to believe in itself. It needs to make its claims more modestly, but more significantly and with more insight into what they represent. It needs to be aware of its place in a continuum of education, as being more than the period in the student's life which comes after high school and before something else. (In part, Resolutions 32-33 are directed to this purpose, but it goes beyond that of course.) It needs to become the place where awareness of one's self is developed, even at the expense of some of the cramming of facts and details that takes up valuable classroom time. It needs to see teaching as a cooperative, not as a one-way, process. (Class size really becomes a rather negligible factor then.) It needs to develop its classrooms, library, laboratories, and residence halls as one interrelated experience in which each place serves the function it best can and not one is considered apart from the others. It needs to reach beyond its campus as opportunities can be justified: loose federations of colleges (such as the Tri-College Common Market), foreign and other off-campus experiences, service and work-study semester. It needs to stop playing the numbers game of credits as a substitute for achievement of competencies, and it needs to stop believing that additions to the curriculum may take the place of improvements in its quality. Frye calls education "the inculcation of a life-time habit." (#3) In a time when the nature of work is changing rapidly and significantly, we should recognize that "the liberation of people from the servitude of degrading work should set them free for the exercise of their more recognizably human capabilities." (Piel, #65)

RESOLUTIONS: DEPARTMENTAL REVIEW

As a result of the reorganization to the course plan, the following resolutions are recommended to the departments for consideration and implementation at the time major programs are reviewed by the Faculty Senate. The resolutions are based on the material reviewed in the foregoing statements; a very thorough and helpful outline of what may be accomplished in departmental self-study is reproduced in Appendix C-4. In addition to the statements in the preceding section, the resolutions should also be seen in context of previous resolutions here summarized, and of Appendices C-5 and C-6.

A. Resolutions 1-9: conversion to the course plan

B. Resolution 10: establishment of a general required core

C. Resolutions 11-12: setting up administrative machinery for the core

D. Resolutions 13-18: grading policies

E. Resolutions 19-24: economy

Our statements on economy are particularly important here, since it is largely because of the possible savings in cost which we discussed and proposed that we can suggest some of the following innovative procedures. Resolutions are accompanied by additional explanation where necessary, and deal with the following subjects:

A. Resolutions 25-27: general curricular review for major programs

B. Resolutions 28-31: innovation within existing course framework

C. Resolutions 32-33: individual student differences in major programs

D. Resolutions 34-37: content of courses, teaching methods

E. Resolutions 38-40: student involvement in courses

F. Resolutions 41-44: faculty recruiting

G. Resolutions 45-46: housekeeping chores

Resolution 25: That each academic department establish a separate curriculum committee, and that each of these committees have student representation selected from among the majors in each of the departments.

Catalogs are always slightly confusing because the description of course content must be kept to a bare minimum and all course descriptions must be relatively uniform in description. The information that exists about courses to be offered is therefore often vague, even for experienced faculty advisors. In order to make student choice of electives somewhat more intelligent, the following two resolutions are urged.

Resolution 26: That each department publish syllabi for each of its courses, explaining skills to be developed, texts to be used, kinds of difficulties to be encountered, and kinds of prerequisites generally assumed. When course content depends on individual faculty choice (e.g. seminar), this should be identified in the syllabus. When several courses in a department attempt to achieve similar or equivalent goals, this should be made clear.

Resolution 27: That each department also develop and publish a statement explaining general competence skills that may be achieved in the course of its major program, and outlining general purpose of the sequence of its major progra

Resolution 27 is related to our comments later on advisement and on vocational and professional counselling. Furthermore, the information booklets now published by the Admissions Office may be suggested as forming models of the kind of information that we believe should be readily available to all students.

Resolution 28: That departments utilize existing faculty skills, exchange programs now or to be established, and the facilities of the Tri-College Common Market in development of new major programs and of interdepartmental majors.

Resolution 29: That departments recognize and use student interest and initiative in planning a course of study by encouraging and facilitating student-initiated major programs if these are significantly different from existing programs, making use of present facilities, manpower, and courses and including exchange programs and the Tri-College Common Market. We recommend that the Dean of the College facilitate such programs by the appointment of appropriate faculty review committees as student applications are received.

Resolution 30: That departments re-examine their major programs in order to place greater emphasis on Honors programs and on the development of individual study sequences for exceptional students.

Resolution 31: That departments utilize the existing trimester calendar structure to include the following:

1) Assuming that acceleration of individual college programs continues to be a desirable and desired goal for students, the departments should investigate by what means programs can be offered in each of

the majors to allow students to graduate in three years.

2) In addition to the above, which is merely a continuation of present policies, that departments should also consider the possibility of offering one course for intensive study during the four-week period in May following the end of the winter term.

3) That departments should investigate other kinds of educational experiences that may be made available to students during the summer term. As examples we give the present May Seminar, and suggest the possibility of work/study programs in departments in which this is feasible and advisable, as well as similar experiments and innovations for educational enrichment.

Resolution 32: That departments experiment with various kinds of comprehensive competence or diagnostic examinations in their major programs.

Resolution 33: That departments carefully consider advanced placement examinations and other acceleration possibilities to allow for individual student differences.

Resolution 34: That wherever possible course content deal less with the results of research and investigation, and more with the processes by which conclusions are made.

Too much of our teaching has dealt with the fruits of research: we teach the student about the intricacies of point of view in literature, about the events of the French revolution, and about results achieved in scientific investigation. Far more of our teaching should involve the student in his own retracing of the steps that led to our (or, as importantly, our textbooks') coming to particular conclusions. For example, in many fields, source books and casebooks are now available; while not all of equal or even commendable quality, most of these texts at least have one great advantage in common: they make available to the student a quantity of primary source material (as distinguished from the secondary source material that clutters up most textbooks). That Hitler became Chancellor of Germany in 1933 is a harmless enough fact to remember, as long as memorization of such "facts" doesn't lead the student into glibness of generalizations about historical data.

The inclusion of a large quantity of this kind of material often leads to results which we, as teachers, deplore, and which we, as teachers, have made possible and even at times inevitable. We know, or should know, that the kind of course which demands considerable memory work is often of little value to the student since he, as all of us, forgets what he memorized as soon as the final examination is over. (To what extent does any teacher ever rely on memory to teach his classes? What are notes for?)

Secondly, while the phrase "the explosion of knowledge" has become quite meaningless (if it ever meant anything more than exasperation with the difficulties of education), in some ways it could stand for something significant. The storage and retrieval of specific information have become surer and faster, but at the same time as we, as teachers, have come fully to enjoy the benefits of automation in all fields of learning, we minimize or ignore the importance of these benefits in the opportunities we give to our students. None of us, as researchers, any longer bemoan our exile to a small college library; we all have, even with a very minimum of research training, available to us the resources of the largest libraries through Interlibrary Loan, microfilm, Xerox, etc. But what do we do for our students when we cause them to assume that they become educated as they memorize the details we feed them? Do we not force them to the unscholarly and often unreliable generalizations that are at the level of some of the popular encyclopedias? In fact, do not some of our approaches even force the student to the generalizations of those encyclopedias or to the spurious college outline series, because he has never been confronted by anything other than generalizations?

Third, what is it we want to achieve for our students? Do we, for example, want a rechewing of the names of the major poets in England (with extra credit tossed in if either date of birth or of death is remembered), or do we want some insights into the possibilities and the limitations of literature? If the latter, do we produce this by repeating the worst features of some of secondary school education, a kind of systematic ticking off of summaries of the "great classics" under the forlorn hope that years later the student, now a prosperous and tired businessman, will read his Shakespeare while reaching for his lutefisk? If even the best of our students leave our courses, and college, only with the awareness of certain "facts" (which thank goodness vanish quickly and almost painlessly), then our claims for liberal education are not very sound.

Resolution 35: That the academic departments and the administration investigate possibilities for Christian service in the form of an optional service semester.

Such participation would have as its emphasis the rendering of service from an altruistic point of view as a part of personal Christian commitment, and should not be viewed from a self-serving standpoint such as the work-study programs or the travel seminars that already exist or are proposed for departmental consideration. The program should make use of existing secular and church agencies and thereby avoid involving the college in unnecessary administrative overhead.

Resolution 36: That certain team-teaching, para-collegiate, and other academic-design experiments (like Principia, for example) be further conducted. These experiments should be designed so as to demonstrate both the economic feasibility and the academic advantages of such programs.

Areas where such programs might be developed are:

a) parallel programs for the freshman year (either for particular freshmen or for freshmen in general)

b) parallel programs in Liberal Arts for both freshman and sophomore years (cf. Credo College, St. Olaf's Magnus College)

c) interdepartmental team programs for students in complementary major programs (e.g. political science, sociology, economics or philosophy, religion, psychology, etc.).

Resolution 37: That the current concern with bringing minority studies into the curriculum continue to be taken seriously and that the present momentum be sustained.

Resolution 38: That students be encouraged to become actively involved with faculty in the initiation and planning of the senior-level integrative seminars of the core.

Juniors should be encouraged to influence the kinds of integrative seminars that will be available to them as seniors (Resolution 10, III). This may be done in several ways:

1. Some departments will be offering seminars designed for their own

majors. Recommendations as to content, emphases, interdepartmental collaboration, etc., may be made by majors through the departmental curriculum committee.

2. As time and assignments permit, it may be possible to arrange for one or more faculty members to conduct an ad hoc seminar on a particular topic.

3. Students may themselves design a seminar for which they would assume the primary educational responsibility, with faculty members to be used as consultants.

There will ba a considerable amount of preparation involved in a course syllabus and a deadline to be met each time a new integrative course is sent to the Committee on the Core for approval. The committee will also have rigorous standards which must be met before such a course can be approved. Clearly, limitations on faculty and student time must be taken into account in readying such proposals and advance planning must therefore begin well in advance of the deadline for submission.

Resolution 39: That students be encouraged to recommend adoption of ad hoc and/or of student-run courses through their departmental curriculum committees within the framework already existing in departmental independent study opportunities and in departmental seminars.

Resolution 40: That students be involved in other aspects of the academic process as finances and departmental policies permit.

It seems sometimes as if the only real participation on the part of students in the academic process is through the student teaching done by those preparing for careers in education. The discussion preceding these resolutions, and some of the following examples, may illustrate ways in which student involvement can produce important educational results for them, as well as for their teachers. For example,

1. Some professors are actively engaged in research. The college should assume responsibility for encouraging the participation of students in some of these activities. (This is done in the sciences quite regularly already through government assistance.) We believe that the economies of instruction already achieved and demonstrated (mass lecture in parts of courses, consolidation of several large sections of a course) should result in considerably greater opportunities for this kind of individual participation of students in the process of gathering and weighing evidence, and of drawing conclusions about what has been collected.

2. A teacher may be preparing to offer a fairly specialized upper-class course. One or two of the majors in his department may enroll in the course during the semester or school year preceding by assisting with the course preparation and by participating in the course conduct.

3. We have recommended student membership in departmental curriculum committees (Resolution 25) in order to introduce students to policy planning and decision making as it involves the kind of profession that for four years at least is theirs, education.

4. Some departments have student assistants, and this is a policy that should be allowed to all departments. Remedial help, review sessions, and participation in other aspects of education can be of great benefit to majors charged with such duties, just as it is undoubtedly of great help to the students with whom they work.

5. A teacher may be preparing lectures for television, and students may be used to assist with the preparation.

It is relatively easy to find examples for student involvement of this kind, but there should be some caution exercised as well.

1. Students are not to be used to replace the teacher simply to get him out of doing his job. We are operating as a college, and we pride ourselves on the kind of close contact that we are able to establish with our students. It would, for example, be very difficult to justify having a teacher give only the mass lectures and allowing the student assistants then serve as a shield between him and the people registered in his course. Our suggestions are designed to make certain kinds of activities and decisions and plans more concrete to some students by allowing them to participate in them with us; they should not be used to replace us.

2. This kind of activity is extremely time consuming. If it is important enough to engage in, this can only be done by the kind of economy we have urged in Resolutions 19-24. We have never insisted on curtailment of the academic program, merely on efficiency.

3. These activities are not designed to sell students into the teaching profession. If the vague generalizations about the benefits of a liberal education are even approximately realized and realizable, then student participation in the educational process (of making plans, selecting materials, arriving at decisions) will be capable of translation and application to a considerable variety of professions and vocations. The academic process, for the teacher, includes many items: among these surely are the choice of particular means to attain particular ends. Too often our students are only aware (if that) of the latter, hardly ever of the former. Our graduates will be expected to make this kind of choice later, however, whether in business, the law, the ministry, or whatever their profession. The training that active participation in their educational choices gives to them should be of considerable value to them in any of these fields of endeavor.

4 It seems as if this kind of training, particularly for the reasons

given immediately above, is of value right now, more so than in earlier times. Our graduates face vocations and professions that are substantially different from ours in at least one particular way: we trained for our jobs in the expectation that these jobs would not change markedly during our lifetime; this is no longer valid for the majority of the vocational choices which our graduates will have. They will fill several kinds of positions, and among the qualities they will need most to have developed are those of prudential choice, recognition of analogous situations, evaluation of results, and adaptability to changes in conditions.

Resolution 41: That each department be charged, within the limits of a responsible major program, of having on its staff specialists charged with teaching the areas necessary for the major program.

A college is not a university, but it is obvious that the responsible teaching of a major program requires qualified specialists. Normally these specialists have the Ph.D. degree, or its equivalent. In case vacancies occur, specialists with similar qualifications will be secured in the usual way, through the office of the Dean of the College.

Resolution 42: That when departments believe themselves to be understaffed as far as coverage in their major program is concerned, additions to the departmental staff not be recruited until a) the Dean of the College has given approval for the addition, and b) the Faculty Senate have given approval if the anticipated addition to the staff also clearly implies an increase in the number of courses to be offered by the department. The Faculty Senate must give its approval for the addition of such courses before negotiations are begun with prospective faculty.

Resolution 43: That each department charge itself with seeking not only specialists for particular major areas, but generalists--teachers who are in sympathy with the goals of liberal education, who are in command of more than one discipline, who have the training, interest, and experience in bridging departmental and divisional disciplines. Where such faculty will also be used in core requirement courses, the cooperation of the Administrator of the Core (Resolutions 11 and 12) must be obtained.

Resolution 44: That each department, in cooperation with the Dean of the College and those other administrative officers specifically charged with undergraduate educational policy and program consider the employment of faculty with other than strictly professional qualifications.

The Ph.D. degree, or its equivalent, is obviously no guarantee of effective teaching. It serves, most of the time, as symbolic only of a particular kind of professional competence, the ability to engage in successful research. We believe that a liberal arts college exists for purposes other than only those associated with competence in a narrow area of specialization. It is to be hoped that, as in many instances in the past, particularly the core requirements will be handled by teachers who are teachers, regardless of their degrees. Also, paraprofessional help can and should be employed where possible: some courses in economics and political science have profited greatly by being taught, fully or in part, by businessmen and by legislators. Student tutoring, where it cannot be handled as suggested in Resolution 40, can be effectively handled by non-professionals. None of these so-called efficiencies and innovations are to be employed to remove the professor from contact with his students. Consideration of these must be made for the purpose of allowing him more effectively and efficiently to do the work for which he was trained.

Resolution 45: That all teachers on the first day of class indicate clearly on their syllabus the dates on which major examinations are to be administered, and the dates on which papers are due. It is expected that these announced dates will be adhered to both by faculty and students, unless a change in date is agreed upon by them. In addition, we urge that every possible consideration be given to students who can demonstrate in advance of the due date for either examinations or papers that they have more than two examinations or papers due on the same date from different instructors.

Resolution 46: That the faculty rescind the existing rule that final grades be due within 48 hours after the final examination is given, and that it adopt the rule that final grades be due within 48 hours (two business days) after the end of final examination week.

Final examinations should be diagnostic, not a tired and tiring review of facts that can be memorized at the last minute. The existing rule has made it impossible in some large classes to do anything more than give review tests.

RESOLUTIONS: ADMINISTRATIVE

The preceding pages, with Resolutions 25-46, called for the kinds of considerations that most logically come from departmental actions and recommendations. The following, Resolutions 47-69, call for the kinds of revisions in most cases best initiated by the college administration. They are, however, part of departmental and individual faculty concern even though implementation responsibility lies elsewhere The Resolutions are divided into the following subject areas:

A. Resolutions 47-55: faculty research
B. Resolutions 56-59: general administrative recommendations
C. Resolutions 60-67: the library and the bookstore
D. Resolutions 68-69: advisement

Resolution 47: That the administration facilitate planning of regularly held institutes for the purpose of discussing innovations in teaching methods and developments in teaching research.

Both individual academic departments and the college administration should be concerned with the establishment of special institutes on campus. During the summer, for the past 15 years, the departments of physical education and of English have sponsored conferences for high school and college teachers. As long as these conferences are self-supporting and help to bring prestige to the college, we encourage their continuation and support. We also believe, however, that we could profitably inform ourselves as a college faculty of considerably more than would normally come our way even through fairly active educational research. We have in mind not more general meetings at which mutual ignorance is shared, but a systematically planned series of institutes at which innovations in teaching methods and developments in teaching research are presented and discussed. Some of the vacation time could profitably be used for such a purpose: the mid-term break in the first semester, or the full week's vacation in the second semester. (Because of the existence of national professional meetings during Thanksgiving and Christmas vacations these two periods seem less advantageous.) We list examples only for purposes of illustration; many more could be added.

1. Instructional television: demonstration of various lecture and other techniques, both locally and nationally produced
2. Microteaching, as a special aspect of instructional television
3. Programmed instruction
4. Use of tape laboratories
5. The computer
6. The residential college (e.g. Michigan State University, University of Nebraska)
7. Independent study programs
8. Educational programs of major book companies
9. Special institutes for high school students (e.g. those held now by the speech department)

Appendix C-6 indexes innovations as encountered in our sampling of educational literature; obviously neither the listing above nor the index in Appendix

C-6 are intended to be prescriptive.

Resolution 48: That funds be set aside for faculty travel exclusively for institutional research purposes.

We believe funds should be set aside to support faculty travel for special institutional research purposes. The limited travel we were able to engage in during our research for this curriculum report was of great value in informing us more directly and explicitly than only reading or correspondence could achieve. Concordia College does not operate in isolation, and there seems to be every reason to believe that investment in well planned visits for specified institutional research purposes can result in considerable savings both in research time and in improved educational policies.

Resolution 49: That the administration encourage individual faculty research pertinent and relevant to college teaching.

Much has been written about the role of research in teaching, and unfortunately considerable attention has been paid to the alternative of "publish or perish." We believe that this statement is absurd as long as it is seen as an alternative. But it seems equally absurd to revive another alternative, less catchy in its phraseology but used almost as often: research is done at universities and teaching at colleges. Good teaching requires research, and whether that research leads to book publication is a second and secondary issue. We recommend that departments and college administration take seriously the encouragement of study on the part of individual faculty members, and the listing below again is not intended to be either exhaustive or prescriptive, but only suggestive and descriptive:

1. Research in the faculty member's area of specialization: this is the usual view, and it is an important one. Too frequently for college faculty the achievement of the Ph.D. degree is an end in itself, instead of being taken as merely the indication of certain minimal capabilities.

2. Research in what is pertinent and relevant to college teaching. This needs perhaps to be distinguished from committee work in which sometimes recommendations are made without the time or knowledge that should be devoted to them. As a college we need information, not opinions, on for example,

   a. Current technological developments for improving teaching;
   b. Current experiments with other aspects of teaching: e.g. calendar, credits, grading, interdepartmental work, etc.;
   c. Current developments in extra- and co-curricular planning;
   d. Current studies about the nature of the college student, how developments of various kinds take place, in what ways the classroom may be utilized to be of greatest benefit to the student;
   e. Studies about vocational and professional preparation.

Much of the above may be stimulated and developed through the present departmental structure. However, we believe also that this department structure should be only one kind of organization charged with generating and fostering faculty contributions: if a liberal arts college tries to develop some ideas about unity and wholeness then its predominant image should not be a division into 25 academic units. In order to give some direction, therefore, to Resolution 49, and to make it possible to guide some of the faculty research, we also urge the following:

Resolution 50: That the college administration charge one of its administrative officers with the responsibility for continued gathering of information about educational developments.

This administrative officer could well be charged, then, with the planning of educational institutes (Resolution 47), allocating faculty travel funds for institutional research purposes (Resolution 48), and providing direction and guidance for institutional research (Resolution 49).

In order to assure maximum benefit, we also recommend the following:

Resolution 51: That individual faculty research dealing with teaching or other matters of general interest to faculty members be disseminated through the office of the Dean of the College, and that teaching seminars and other faculty-wide discussions of teaching should be continued at least on the present ongoing basis.

In the general recommendations made to departments (Resolutions 25-46) we referred to the departmental self-evaluation model furnished by Paul Dressel and reproduced by us in Appendix C-4. The formality and rigor of this model may exceed what is needed in some departments, but we urge that the administration require such self-evaluation as it believes it to be necessary:

Resolution 52: That the college administration call for departmental self-studies as appropriate, particularly as departments prepare recommendations for the Faculty Senate.

One of the ongoing areas of research must be in the area of the planning of new buildings. Even though it may be unlikely that additional buildings will be constructed in the near future, we believe that plans and research should be made now. A major classroom and office building is still to be completed for the humanities and social sciences. Plans exist for an addition to the science building. Plans are being made for the construction of a student union. Additions to the East Complex dormitories are being considered. We suggest that the curricular and co-curricular needs of the college require that careful attention be given to these buildings well in advance of their construction; developments in technology are so rapid and constant, and the construction of major buildings so important and rare an event, that we believe some of faculty and administrative research time be devoted to these areas of campus concern:

Resolution 53: That the college administration consider institutional research in the matter of future building construction of primary importance in its assignment of research support and priorities.

We are aware of the fact that certain organizations for developing and implementing research in educational innovations already exist at present. In particular we recommend:

Resolution 54: That the Committee on Instructional Media be activated and charged with specific responsibilities, including the requirement to issue regular informational reports to the faculty.

Several resolutions call for administrative support of particular research activities: Resolution 47: Faculty Institutes; Resolution 48: Faculty Travel for Institutional Research Purposes; Resolution 49: Assignment of Institutional Research; Resolutions 50 and 51: Collecting and Distributing Institutional Research; Resolution 54: Instructional Media. One important area, requiring almost immediate consideration, is the general curricular revision called for by Resolution 10: Core Requirements; and Resolutions 25-40: Revision of Departmental Programs. We therefore recommend:

Resolution 55: That the administration make available summer leave stipends at least over the next two summers (1970 and 1971) to support faculty study of new curriculum developments.

We recommend that one or more summer leaves in subsequent summers may be subdivided into smaller grants more effectively to support an ongoing program of curriculum development. Any assistance that may be given by the Office of the Dean and the Office of Development in making available information on useful federal, state, and private agencies through which individuals, departments, or divisions may seek financial support for curriculum development would be welcomed.

It seems unrealistic and unfair to prescribe numerically equal loads for all faculty, since too many variables need to be considered (number of students, kinds and number of examinations, number and difficulty of assigned papers, counseling, committee and other administrative responsibilities, nature of preparation, etc.). Our recommendations about the Course Plan (Resolutions 1-9), and the redistribution of core requirements, as well as the considerable increase in interdepartmental opportunities in core requirements, now make possible, even inevitable, a re-examination of present policies with respect to what constitutes a full teaching load. We therefore recommend:

Resolution 56: That the Dean of the College authorize a full study of teaching loads, to be implemented at the time the college moves completely to its new curriculum.

(Implementation of Resolution 56 is related also to our recommendations concerning the time schedule to be followed in adopting the various course changes. This time schedule is recommended in Resolution 70.)

The number of junior colleges in the state has been increased during the current legislative session, and is likely to be increased further in two years. Transfer students already play an important role at the college; roughly 10 percent of the 1968 entering class consisted of other than freshmen. Because of the increasingly important role of junior colleges within the territory we have normally referred to as our own, we believe preparations and studies should be made now:

Resolution 57: That the college administration authorize a study of the economic and academic implications of an increase in the number of upperclass transfer students.

The economic implications come readily to mind: ours is an expensive institution, located in an area in which we already are losing some ground as far as percentages of college admissions are concerned, and furthermore an area that is losing population on an absolute basis as well. The academic implications seem also obvious: we will need to be alerted to the possibilities of core requirements satisfied at other institutions, and of major programs for which preparations have been begun elsewhere. We are aware of the fact that admissions recruitment has already undergone some shift, and that we have as a result a more diversified student body than some of us were accustomed to in the past.

It seems to us that for many reasons, including this situation just described, that the need for Concordia College to become fully and publicly aware of what it stands for and what its academic program is becomes even more urgent and pressing. Quite frankly, the public relations of the college have on occasion left something to be desired. While we do not underestimate, nor are ignorant of, the competitive situation existing in a small community with one newspaper and three institutions of higher learning, we have also found too little evidence of active concern on the part of our liaison personnel with the academic aspects of the college. Of course we know that we have had to rely on part-time and temporary help in our public relations program, but this is not an area that can be left unnoticed. Over quite a period of time, specific individual programs at the college have traditionally received considerable attention; some of these do indeed deserve only the highest recognition, but the impression has unfortunately also been created (not by them, but by the exclusion of other aspects of college life), that these activities solely or even mainly represent the college.

As the report of the Commission tries to make clear, the academic program of the college does indeed need redirection and improvement: still, we find it significant that we have read descriptions of many programs at other institutions without ever encountering the name of Concordia College in print. (e.g. The Intercollegiate Press serves as a news bulletin that describes new programs at colleges and universities: we encountered several program descriptions submitted by other institutions of programs that had been going on at Concordia for some time.) Publicity for its own sake is not the purpose of our remarks here; we are concerned that the public image of the college is one that is misleading for anyone really familiar and concerned with the campus, and to anyone who is not. Therefore, we recommend:

Resolution 58: That public relations undertake a systematic examination of the academic life of the college, and that it keep itself informed of developments in departments and of research activities of faculty, in order to present more adequately and accurately the nature and function of liberal arts education.

Our studies required the search of a great many materials that concerned our immediate college situation. We are grateful for all of the cooperation and interest we received, but we were also impressed with the fact that our record keeping could well be centralized and made more complete. We recommend:

Resolution 59: That the administration concern itself with the keeping of the kinds of records that will make future institutional self-study more directly relevant.

As a model of what could be done, we recommend Paul Dressel's list, as given in his article, "A Comprehensive and Continuing Program of Institutional Research." (Cooperative Long-Range Planning in Liberal Arts Colleges, edited by Earl J. McGrath and L. Richard Meeth. New York: Teachers College, 1964.) Meeth furnishes the following summary:

Students: number, sex, retention, ability levels, source, majors, continuance in graduate and professional education.

Faculty: number, age, turnover, degrees, rank, load, tenure status, salaries.

Curriculum: courses listed, enrollments (both by term and by year), courses offered, course content overlap, courses repeated.

Instruction: section size, assignment, innovations and evaluations of them, grades, student credit-hours produced, quality.

Space: classrooms, residence, service (attention to amount, quality, and levels of usage of each), laboratory, administrative, office.

Budget: allotments and expenditures by various functions and by various units, exhibit of the sources of income, showing percentages from each source.

Administration and decision making: number of administrators, relationships to faculty organization, adequacy of communications system, functions, costs, effectiveness.

Ratios: student credit hour per full time equivalent faculty member, instructional space per student, dollars per student credit hour.

It goes almost without saying that the state of the library is one of the most important aspects of curriculum evaluation. If it is one of the aims of a liberal arts education that the professor's role in the classroom is not that of a dispenser of information but that of a person who leads students from information to knowledge and understanding, then the kinds of materials that are available both to him and to his students assume great importance.

We will gladly admit that great improvements have been made; when the faculty library committee first began systematic planning of library development in 1963, the per/student expenditure by the library for books and related materials was 14 dollars; five years later it was 30 dollars.

However, the fact remains unfortunately that Concordia College has not gained in its relative position to other libraries. Furthermore, it is in the area of the library holdings that at least for the present, and immediate future, the Tri-College Common Market has little to offer: our closest neighbor has, despite almost double the enrollment, a smaller collection than we have. In addition, no count has ever been made to determine the extent of duplication in the three library collections; since all three institutions have for years tried to give at least minimal service to their students, one must suspect that the duplication is considerable.

In any case, we are a private college that charges relatively high tuition rates. It would seem logical that in part we justify our situation by the superior quality of instruction that we offer, and hopefully all of us recognize that an integral part of "instruction" is the nature of the library collection.

The statistics here are far from encouraging. In Minnesota, considering all institutions of higher learning, Concordia College ranks 16th in total expenditure per student, 17th in total expenditure per faculty member, and 17th in the percent of the total educational budget allocated for the library. It is some comfort that within a few weeks we can expect finally to go beyond the minimum volume-per-student ratio recommended by the American Library Association, but we find the "minimum" disturbing when seen against tuition costs charged of students. Furthermore, we note that the minimum standard was set up by the A.L.A. quite some time ago, and that it is in the process of being revised by the Association.

If we compare Concordia College against only the four-year colleges in Minnesota, those institutions against which comparison is even more likely to be revealing, then we find that by the end of the 1967/68 school year Concordia College ranked

8th in total student enrollment,
12th in total number of volumes held,
12th in total expenditures for books, periodicals, and binding,
14th in total library expenditures,
21st in total library expenditures per student, and
23rd in percent of total educational budget devoted to library budgeting.

There are 28 institutions included in this survey. (Appendix C-2)

It must also be pointed out that the amounts required to make Concordia

College a more responsible institution as concerns the place the library holds in its educational program are not prohibitive. Bringing the total library expenditure from its 1968 level of 4.1 percent of the educational budget to 5 percent would have placed us 7th in the state, with only five state colleges and one private college ahead of us. And this is not a question of setting records, or of being on top for the fun of it. We know that the 1930's and early 1940's were years of great strain for the college, but a quarter of a century has elapsed since that time. All through our report we have urged, implicitly and explicitly, the firm setting of priorities. Some courses must be operated expensively; no one questions the need for laboratory equipment and materials. But we must also recognize that by cutting some of the educational frills we can, quite easily, make ourselves an excellent educational institution. We won't be offering courses in every conceivable subject known to man (and others), nor will we be announcing new programs without worrying about facilities and manpower availability. We would, however, do well what we are supposed to do as a liberal arts institution: no college can afford to operate with minimal or even substandard library facilities. We therefore recommend:

Resolution 60: That the percent of total educational budget allocated to library expenditures be raised systematically on an annual basis, in line with the March, 1968 recommendations of the Faculty Library Committee.

The count of total volumes (and related materials such as microfilm, etc.) reveals something about the state of the library. However, while such a count is probably the only index that can be readily and easily used in general statistical studies, we suggest that that figure alone is not sufficient for systematic improvement in library facilities. There are large gaps in the basic library collection: the five-year plan instituted by the Faculty Library Committee in 1963 did achieve a thorough review of the collection on the part of most of the academic departments, but much more needs to be done. Furthermore, technological developments even since that time have resulted in the possibility of adding a considerable number of out-of-print books in the public domain through relatively inexpensive means. Graded bibliographies are available in many fields to assist in any study of gaps in the collection. Therefore, we recommend:

Resolution 61: That the Faculty Library Committee charge the departments to institute a systematic review of present holdings in their fields, so that reliable estimates of book (and dollar) requirements may be made in all academic areas.

A library is not a building which stores books, but an institutional service which makes books and related materials available. Therefore the working hours appropriate for some administrative offices cannot apply to the library. Students have work habits that differ from those of adults, and making the library more available to them during the late evening is not an item of major expense. Final judgment in this matter must of course be made by the Head Librarian, but it seems to us, for example, that professional help is not necessary at all hours during which the library is open, so that as extension in the number of those hours can be achieved with a minimum increase in cost. Therefore, we recommend:

Resolution 62: That the Head Librarian consider keeping the library open at least during the following hours: Monday through Friday, 7:30 a.m. to Midnight; Saturday, 7:30 a.m. to 6 p.m.; Sunday, 1 p.m. to Midnight.

Unnecessary duplication of materials in the library should be avoided. We know that the library staff does take care of this problem for all orders placed with them for all books and related materials to be held by them. However, there are two areas over which at present the library has no control: some departments have libraries which are regularly maintained and increased through college appropriation, and a great many departments have audio-visual materials similarly purchased with college funds. There may be good reasons why certain materials should be located elsewhere than at the central library, although the fact that we are a very small college with a very small campus does not make some of the possible reasons very convincing. Therefore, we recommend:

Resolution 63: That a master index of all books and periodicals purchased with college funds should be made available to the library for inclusion in its card catalog, and that a master index of all audio-visual materials be similarly prepared (e.g. phonograph records, filmstrips, slides, etc.).

The worth of a library collection is in direct relationship to the accessibility of that collection. If the old adage of "a book misshelved is a book lost" has any validity, so does the statement that books and materials of whose existence only a privileged few are aware should not be purchased with college funds.

We do not take it upon ourselves to make rulings concerning the nature of the tri-college relationships as far as library holdings are concerned. We know that the three librarians meet regularly, and that a certain amount of mutual understanding about the relative roles of each of the three libraries has been reached. We do recommend, however:

Resolution 64: That a union catalog of periodicals be established as soon as possible for the members of the Tri-College Common Market.

Since all three institutions have access to the use of computers, a translation of the three individual coding prodedures for acquisition should be possible; subscription practises during the past year have already profited from exchange of information, and making that information readily available in all three card catalogs should be of great benefit to faculty in planning course work, and to students in independent study projects. A union catalog of book holdings is obviously more difficult and most likely prohibitively expensive; it may be possible, however, at least to develop a common coding system for future acquisitions.

The coming school year, 1969/1970, will see a great increase experimentally in the availability of independent study opportunities for students. We therefore recommend:

Resolution 65: That departments involved keep the kinds of records of assignments to and use of the library so that evaluation of independent study (including cost analyses) can take the library cost into account, and so that future budget allocations may be planned accordingly.

Improvement in library service and support is possible through several kinds of efficiencies. We repeat here one recommendation made by the Librarian of Carleton College when he served as consultant to the Faculty Library Committee in 1964 and 1965. Bound periodicals can frequently be converted to microfilm at considerable savings in space. In addition it is possible to realize sufficient profit from the sale of these bound periodicals to provide the additional microfilm readers required. Not all periodicals lend themselves to this practise (e.g. those periodicals containing bibliographies should be kept in bound form) but we recommend:

Resolution 66: That departments be encouraged to review the periodical holdings in their fields to consider present economies in space and future economies in binding.

If there is any truth to the claim that we believe a liberal arts education instills certain life-time habits, then we believe that aspects of campus life other than library and classroom need to demonstrate that claim. We therefore recommend:

Resolution 67: That the administration consider enhancing campus atmosphere as far as education is concerned in areas other than classroom instruction. In particular, we recommend tha increase in the stock and variety of books in the campus bookstore, recognizing that a place in which students and faculty can browse is a good illustration of the kind of life-long interest that we hope liberal arts education furnishes.

Resolutions 26 and 27 called for the publication of departmental syllabi and goals within their major programs. We believe that the college as a whole should pay considerably more attention to the area of vocational and professional counseling. Until such a time that more professional counselors can be added to the administrative staff, this must remain the responsibility of the individual academic departments and/or various preprofessional advisors (such as in medicine or law). We therefore recommend:

Resolution 68: That the departments and/or individuals involved in counseling for professional and vocational choices make available in writing a listing and description of the kinds of job opportunities, and of the skills required for various jobs and professions.

Finally, we believe that the advisement procedures and practises leave a great deal to be desired Some of the advisement appears to be purely vocational: a student is automatically assigned, as a freshman, to an advisor in a particular field of specialization. Since many students change their fields, and since our basic premise as a college is quite different from that vocational orientation, this practise may not be in the student's best interests. We refrain from making a specific recommendation because we believe that advisement should be considered along with the studies recommended throughout the report (teaching loads, departmental self-evaluation, change to the course plan, etc.). But we do recommend:

Resolution 69: That the administration sponsor serious and detailed study of advisement procedures and related problem areas, including in this study administration, faculty, and students. The study should concern itself with advisement as an orientation to the liberal arts, freshman orientation, psychological counseling, as well as the kind of routine registration assistance that is presently being offered.

RESOLUTION: IMPLEMENTATION

The Curriculum study calls for changes in many aspects of our college program. We have drawn up a time table describing the possible implementation of these changes, and urge that the administrative officers responsible for the various organizations prepare agenda for meetings of their organizations to allow for full examination of and action on the resolutions, as they fall within the scope of those organizations. Therefore we recommend:

Resolution 70: That the following time table be used in considering the proposals by the Curriculum Commission:

1. Action on the Course Plan to be completed by the end of the first semester, 1969/70;
2. Action on the Core proposal to be completed by March 1, 1970;
3. Action on the Administration of the Core to be completed by May 1, 1970;
4. Research on core implementation to be conducted during Summer, 1970;
5. Core recommendations made to the Administration of the Core Committee by September 30, 1970; and action by the committee by May 1, 1970;
6. Departmental major programs to be submitted to the Faculty Senate by January 1, 1971;

7. Action on departmental major programs by the Faculty Senate by May 1, 1971;

8. Core and other necessary parts of department programs in operation for the freshman class entering in the Fall term, 1971;

9. All sophomores, juniors, and senior (other than transfer students) to express in writing their intention to be bound, at their choice, either by the graduation requirements in effect when they entered Concordia College, or by the graduation requirements in effect starting in the Fall, 1971;

10. Full operation of course and core by the beginning of the school year, 1972/73.

We give below a summary of all resolutions recommended, with our recommendations about what administrative organization is to be charged with consideration of these. Our recommendations are based on the new constitution adopted by the faculty in the Spring of 1969; although this constitution is not yet in effect at the time this report is prepared, it seemed more efficient to make recommendations in light of its requirements. Our recommendations about agencies responsible for **initiating** discussion are descriptive in nature.

1. The course shall be the basic unit presented for graduation.

   FACULTY   END OF SEMESTER I, 1969/70

2. Kinds of courses to be recognized.

   FACULTY SENATE   MAY 1, 1971

3. Elimination of low-credit offerings.

   FACULTY SENATE   MAY 1, 1971

4. Number of meetings per course.

FACULTY SENATE MAY 1, 1971

5. Number of courses required for graduation.

FACULTY SENATE END OF SEMESTER I, 1969/70

6. Number of courses allowable for a major.

FACULTY SENATE MAY 1, 1971

7. Scheduling of Block Courses.

FACULTY SENATE MAY 1, 1971

8. Student loads.

FACULTY SENATE MAY 1, 1971

9. Co-Curriculum.

FACULTY SENATE MAY 1, 1971

10. Core requirements.

FACULTY SENATE MARCH 1, 1970

11.
12. Administration of Core Requirements.

FACULTY SENATE MAY 1, 1970

13.
14.
15.
16.
17.
18. Grading Policies.

FACULTY SENATE MAY 1, 1971

19.
20. Financial and educational criteria.

DEAN OF THE COLLEGE BEGINNING FALL, 1969

21. Variety of Teaching Methods.

FACULTY SENATE MAY 1, 1971

22. Low enrollment classes.

DEAN OF THE COLLEGE BEGINNING FALL, 1971

23. Consolidation of Classes.

DEAN OF THE COLLEGE
REGISTRAR BEGINNING FALL, 1971

24. Student/Faculty Ratio.

DEAN OF THE COLLEGE BEGINNING FALL, 1969

25. Department Curriculum Committees.

DEPARTMENTS BEGINNING FALL, 1969

26. Course Syllabi.

DEPARTMENTS BEGINNING FALL, 1971

27. Competence syllabus.

DEPARTMENTS BEGINNING FALL, 1971

28.
29.
30.
31. Innovations within Major Programs.

DEPARTMENTS
FACULTY SENATE MAY 1, 1971

32.
33. Diagnostic, advanced placement, comprehensive examinations.

DEPARTMENTS
FACULTY SENATE MAY 1, 1971

34. Course content.

DEPARTMENTS
FACULTY SENATE MAY 1, 1971

35. Christian Service Semester.

FACULTY SENATE MAY 1, 1971

36. Team-teaching, Para-collegiate, other academic-design experiments.

FACULTY SENATE MAY 1, 1971

37. Minority Studies.

DEPARTMENTS CONTINUING WITH FALL, 1969

38.
39.
40. Student Involvement in Courses.

FACULTY SENATE MAY 1, 1971

41.
42.
43.
44. Recruitment.

DEAN OF THE COLLEGE
DEPARTMENTS BEGINNING FALL, 1969

45. Class Syllabi.

INDIVIDUAL FACULTY BEGINNING FALL, 1969

46. Final Examinations.

FACULTY-AS-A-WHOLE MAY 1, 1970

47. Faculty Institutes.

ADMINISTRATION BEGINNING FALL, 1969

48. Faculty Travel.

ADMINISTRATION BEGINNING FALL, 1969

49.
50.
51. Faculty Research.

ADMINISTRATION BEGINNING FALL, 1969

52. Departmental Self-Studies.

ADMINISTRATION BEGINNING FALL, 1969

53. Buildings.

ADMINISTRATION BEGINNING FALL, 1969

54. Instructional Media.

ADMINISTRATION BEGINNING FALL, 1969

55. Summer Stipends.

ADMINISTRATION BEGINNING SUMMER, 1970

56. Teaching Loads.

DEAN OF THE COLLEGE BEGINNING FALL, 1969

57. Transfer Students.

ADMINISTRATION BEGINNING FALL, 1969

58. Public Relations.

ADMINISTRATION BEGINNING FALL, 1969

59. Records.

ADMINISTRATION BEGINNING FALL, 1969

60. Library Budget.

ADMINISTRATION BEGINNING 1970/71 FISCAL YEAR

61. Library Needs.

FACULTY LIBRARY COMMITTEE 1969/70

62. Library Hours.

HEAD LIBRARIAN BEGINNING FALL, 1969

63. Departmental Library Collections.

HEAD LIBRARIAN 1969/70 SCHOOL YEAR

64. Union Catalog.

HEAD LIBRARIAN
EXECUTIVE PROVOST,
TRI-COLLEGE UNIVERSITY 1969/70 SCHOOL YEAR

65. Independent Study and the Library.

DEPARTMENTS 1969/70 SCHOOL YEAR

66. Periodicals.

FACULTY LIBRARY COMMITTEE 1969/70 SCHOOL YEAR

67. Bookstore.

ADMINISTRATION BEGINNING 1970/71 FISCAL YEAR

68. Vocational and Professional Counseling.

DEPARTMENTS BEGINNING FALL, 1971

69. Advisement.

ADMINISTRATION BEGINNING FALL, 1969

As suggested above our assignment of responsibilities for implementing the various resolutions in the Curriculum Report is descriptive, at least in the sense that this report is designed for all members of the college: faculty, administration, and students. We hope it will receive discussion on the part of all of these, so that we may make our decisions from as much information and insight as possible. Colleges and universities have been subjected to considerable criticism in the last few years; while it is true that some of the criticism is unjust, that some of it is based on ignorance and misunderstanding, that some of it is strangely motivated and even more strangely expressed, still we believe that an examination of our work at Concordia College suggests room for considerable, and immediate, change. The six members of the Curriculum Commission received quite an education this year, degrees and teaching experience notwithstanding. Our report is submitted in the hope that it will elicit discussion and debate. Our time schedule was extremely tight: in effect we had one summer within which to digest a great deal of material so that specific recommendations could be made. Consequently there may well be the kinds of unevenness that more time for editing might have minimized. Still, we trust that despite its shortcomings, the report reflects a real concern for the kind of college Concordia purports to be.

And criticism is not opposed to concern. We hope that the report will develop the kind of discussion from which changes and improvements can result, the kind of discussion Robert M. Hutchins had in mind (item #175) when he said:

> I do not believe in peace. On the contrary, I believe that the vitality of an institution of higher learning as an institution, depends on the degree to which the members of it and of its constituency are locked in argument.

PART II - APPENDICES

APPENDIX: A

RESOLUTIONS

All resolutions incorporated in the preceding text are here summarized:

Resolution 1: That four courses per semester be considered a normal load for all students and that the college no longer count credit hours for graduation but substitute instead, courses.

Resolution 2: That the college authorize the existence of three types of courses:

a. Full course--the basic unit which generally runs for the duration of a semester.

b. Half course--a course whose content and work load are clearly recognizable as only half of what a full course requires.

c. Quarter courses--although we recognize the need for such courses for special purposes, the number and use of such courses both by departments and students should be severely restricted.

Resolution 3: That in the transition to the course plan, every effort be made by departments and the Faculty Senate either to eliminate low credit catalog offerings or to consolidate the content of several such courses into half courses or full courses.

Resolution 4: That no necessary condition exists for requiring that all full courses meet the same number or periods per week. Rather, each department, after appropriate review of its curriculum and goals, shall recommend to the Faculty Senate the number of meeting times which will accomplish the desired instructional purpose for each course. It is anticipated that most courses will meet four times per week.

Resolution 5: That the normal number of courses required for graduation be 30 semester courses or equivalent. A student wil be allowed to present as part of this 30-course requirement four one-quarter courses in areas not required as part of his major program.

Resolution 6: That no more than 8 courses in a given department be required for a major and that no more than 10 courses in a given department be presented by a student toward the graduation requirement. Deviation from these norms, which may arise as a result of special departmental problems (notably accreditation), must be approved by the Faculty Senate. Further, we urge that the number of supporting courses outside of the major field which are required by a department of its majors be kept to the necessary minimum, and that such additional requirements also be approved by the Faculty Senate.

Resolution 7: That all half courses and some full courses be taught on the "block" scheduling system to take full advantage of the time-saving effect of the course plan.

Resolution 8: That the Committee on Academic Regulations and Procedures consider 4 $\frac{1}{4}$ courses as the maximum course load, and that all student requests for programs larger than 4 $\frac{1}{4}$ courses per semester be directed to this committee for review on an individual basis.

Resolution 9: That we encourage students to enrich their total educational experience by participation in the co-curricular programs of the college, particularly in light of the more manageable work loads that should result from adoption of the course plan. We recommend that participation in such co-curricular activities not be granted academic credit *per se*. However, we urge departments and individual faculty members to 1) draw attention to existing course offerings suitable for earning academic credit in non-classroom activities (e.g. seminars, independent study) and 2) seek flexible and creative ways in which students may accomplish the academic goals of other existing courses.

Resolution 10: That the following core courses, described in Chapter III of the Curriculum Report, be required of all students for the A.B. degree:

I. Skills Requirements.

A. A student must take a sequence of two courses in his freshman year designed to develop skills in the areas of composition, argument and inference, research and reporting.

B. A student must demonstrate competence in one foreign language, equivalent to that ordinarily expected from a sequence of two college language courses.

II. Distribution Requirements.

A student must take at least four courses, one from each of the course sets found under the divisions which are not the division of the student's intended major. Students majoring in departments other than those listed in the course sets are required to take one course under each of the six course sets. The divisions and course sets are as follows:

Division A: Quantitative and Life Sciences.

- Set 1. Mathematics or Quantitative Science.
- Set 2. Life Science.

Division B: Society and Civilization.

- Set 1. Societal Causality and Social Organization.
- Set 2. Foundations and Premises of Civilization.

Division C: Arts and Language.

Set 1. Literature in English.

Set 2. Fine Arts.

III. Integration Requirement.

A student must take a seminar course in his Junior or Senior years from among a group of courses designed to relate a discipline to personal or societal life in general, or to integrate various disciplines with each other.

IV. Religion Requirement.

A student must take one course in religion in either his freshman or sophomore years, and must take one course in religion in either his junior or senior years. This requirement may not be met by courses in religion taken to fulfill requirements II:B or III given above.

V. Physical Education Requirement.

A student must take two quarter-courses in physical education.

Resolution 11: The Core portion of the curriculum shall be administered by a Director of the Liberal Arts and a Core Committee. The Director, appointed by the college administration, shall have such administrative authority as may be determined by the Dean of the College.

The Core Committee shall be composed of the following: the Director of the Liberal Arts, who shall be chairman and who shall vote only in case of a tie; three faculty members appointed by the college administration, one each from the three academic divisions identified in the distribution requirements of the Core; two faculty members elected at large by the general faculty who shall not be members of the same academic department and neither of whom whall be from an academic department already represented by an appointed member; two students to be selected in a manner determined by the Student Senate. The student members and the elected faculty members shall serve one-year terms. The appointed faculty members shall serve three-year terms except that in the first instance one member shall be appointed for a one-year term, one member for a two-year term, and one member for a three-year term so that the term of one appointed member shall expire at the end of each year. Appointed members may not serve more than two consecutive terms.

The Core Committee's authority over the administration of the Core shall include the following: the designation and approval of courses that become part of the Core requirements, the periodic reevaluation of the inclusion of such courses in the Core, and the approval of changes made within such courses. To discharge these responsibilities the Committee may, by September 30 of the year preceding the giving of a course, require the submission of information concerning the following: the syllabus of the course, textbooks, methods of instruction, goals, staff, cost of the course, and any other matters that are pertinent to the judgments the Committee must make. The Core Committee shall also exercise any other authority that may be delegated to it by the Dean of the College.

Resolution 12: We urge that the Core Committee establish and publish a set of criteria to be used in evaluating courses for inclusion in the Core. We also urge that it make copies of past proposals of courses for inclusion in the Core available to those who want to see them as models for the preparation of subsequent proposals.

Resolution 13: A student may have the equivalent of seven full courses on the pass/fail option during his tenure at Concordia College. No pass/fail option may be exercised during the first semester of the freshman year. After that semester, no more than the equivalent of one full course per term may be on the pass/fail option.

Resolution 14: We recommend that for all pass/fail options three letter grades be used in determining the student's grades. The letter "P" stands for a grade no lower than the "C-"in conventional grading practices; the "D" and "F" have their usual connotation.

Resolution 15: We recommend that pass/fail registration be made by the student at the same time that he registers for the course, and that the student has the right to change the pass/fail registration to a regular letter grade registration no later than the beginning of the last week of classes (one week before the beginning of final examination week).

Resolution 16: We recommend that plus and minus be entered on the student's permanent record, and that the computer be asked to translate the resulting twelve-point scale into the four-point scale used for the calculation of the GPA.

Resolution 17: We believe that there should be some restrictions placed on the use of the pass/fail option as far as certain courses in a student's program are concerned. Because graduate schools, professional schools, and businesses are overwhelmingly against pass/fail in major programs, and because we believe that the inclusion of the pass/fail option in the major program would defeat at least the enrichment purpose in instituting the pass/fail option, we recommend that the pass/fail option not be extended to any courses that are in the student's major, or in supporting work that is required in the completion of that student's major, or in other kinds of preprofessional courses. We also recommend that departments that wish to extend the pass/fail option into the courses that belong in the categories above described should include that recommendation to the Senate of the Faculty at the time that they are presenting their programs for approval.

Resolution 18: We recommend that a student be permitted to take not more than two courses in any one department on a pass/fail basis.

Resolution 19: We recommend that the Dean of the college initiate an inquiry into combining the best possible quality of classroom presentation with optimal economy.

Resolution 20: We believe that economy should not be the sole criterion in determining various ways in which classes are handled. We believe that for sound educational reasons the student should be exposed to a variety of teaching and classroom situations, from large lecture to independent study.

Resolution 21: We recommend that the Dean of the college charge every department with examining its course offerings in order to determine in which courses or portions of courses various methods of teaching can be most efficiently and effectively used: large lecture classes may be the most efficient way of handling certain kinds of information in certain classes; in that case investigation should also be conducted into ways of improving large lecture (television, dial access, etc.). Similarly, there may be cases in the present curriculum in which lecture is necessarily used, but in which the material would be more effectively presented in smaller groups, even seminars or independent study. Economic efficiency may be coupled with quality of teaching, and may in fact enhance it, by making possible teaching situations that have hitherto been prohibitive.

Resolution 22: Classes enrolling fewer than six students are subject to review by the Dean of the college, the professor in charge of the class, and the chairman of the department involved.

Resolution 23: Where several sections of the same course have heavy enrollment, so as to make the lecture method almost inevitable, and where the lecture method is an efficient mode of presentation, we recommend that the Dean of the college, the registrar, and the department involved find ways of combining these already large sections into still larger lecture units.

Resolution 24: Increase in student-faculty ratio is one method of effecting economy. The student-faculty ratio is not always an index of what student-faculty contact actually occurs in the college. Varieties of teaching experiences can be affected by concern for efficiency of presentation. Therefore we recommend that the Dean of the college consider the raising of the student-faculty ratio. While he investigates mechanisms for increased efficiency, at the same time he will be effecting optimal student-faculty contact.

Resolution 25: That each academic department establish a separate curriculum committee, and that each of these committees have student representation selected from among the majors in each of the departments.

Resolution 26: That each department publish syllabi for each of its courses, explaining skills to be developed, texts to be used, kinds of difficulties to be encountered, and kinds of prerequisites generally assumed. When course content depends on individual faculty choice (e.g. seminar), this should be identified in the syllabus. When several courses in a department attempt to achieve similar or equivalent goals, this should be made clear.

Resolution 27: That each department also develop and publish a statement explaining general competence skills that may be achieved in the course of its major program, and outlining general purpose of the sequence of its major program.

Resolution 28: That departments utilize existing faculty skills, exchange programs now or to be established, and the facilities of the Tri-College Common Market in development of new major programs and of interdepartmental majors.

Resolution 29: That departments recognize and use student interest and initiative in planning a course of study by encouraging and facilitating student-initiated major programs if these are significantly different from existing programs, making use of present facilities, manpower, and courses and including exchange programs and the Tri-College Common Market. We recommend that the Dean of the college facilitate such programs by the appointment of appropriate faculty review committees as student applications are received.

Resolution 30: That departments re-examine their major programs in order to place greater emphasis on Honors programs and on the development of individual study sequences for exceptional students.

Resolution 31: That departments utilize the existing trimester calendar structure to include the following:

1) Assuming that acceleration of individual college programs continues to be a desirable and desired goal for students, the departments should investigate by what means programs can be offered in each of the majors to allow students to graduate in three years.
2) In addition to the above, which is merely a continuation of present policies, that departments should also consider the possibility of offering one course for intensive study during the four-week period in May following the end of the winter term.
3) That departments should investigate other kinds of educational experiences that may be made available to students during the summer term. As examples, we give the May Seminar, and suggest the possibilitiy of work/study programs in departments in which this is feasible and advisable, as well as similar experiments and innovations for educational enrichment.

Resolution 32: That departments experiment with various kinds of comprehensive competence or diagnostic examinations in their major programs.

Resolution 33: That departments carefully consider advanced placement examinations and other acceleration possibilities to allow for individual student differences.

Resolution 34: That wherever possible course content deal less with the results of research and investigation, and more with the processes by which conclusions are made.

Resolution 35: That the academic departments and the administration investigate possibilities for Christian service in the form of an optional service semester.

Resolution 36: That certain team-teaching, para-collegiate, and other academic-design experiments (like Principia, for example) be further conducted. These experiments should be designed so as to demonstrate both the economic feasibility and the academic advantages of such programs.

Resolution 37: That the current concern with bringing minority studies into the curriculum continue to be taken seriously and that the present momentum be sustained.

Resolution 38: That students be encouraged to become actively involved with faculty in the initiation and planning of the senior-level integrative seminars of the core.

Resolution 39: That students be encouraged to recommend adoption of ad hoc and/or of student-run courses through their departmental curriculum committees within the framework already existing in departmental independent study opportunities and in departmental seminars.

Resolution 40: That students be involved in other aspects of the academic [illegible] departmental policies permit.

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Resolution 41: That each department be charged, within the limits of a responsible major program, of having on its staff specialists charged with teaching the areas necessary for the major program.

Resolution 42: That when departments believe themselves to be understaffed as far as coverage in their major program is concerned, additions to the departmental staff not be recruited until a) the Dean of the college has given approval for the addition, and b) the Faculty Senate have given approval if the anticipated addition to the staff also clearly implies an increase in the number of courses to be offered by the department. The Faculty Senate must give its approval for the addition of such courses before negotiations are begun with prospective faculty.

Resolution 43: That each department charge itself with seeking not only specialists for particular major areas, but generalists--teachers who are in sympathy with the goals of liberal education, who are in command of more than one discipline, who have the training, interest, and experience in bridging departmental and divisional disciplines. Where such faculty will also be used in core requirement courses, the cooperation of the Administrator of the Core (Resolutions 11 and 12) must be obtained.

Resolution 44: That each department, in cooperation with the Dean of the college and those other administrative officers specifically charged with undergraduate educational policy and program consider the employment of faculty with other than strictly professional qualifications.

Resolution 45: That all teachers on the first day of class indicate clearly on their syllabus the dates on which major examinations are to be administered, and the dates on which papers are due. It is expected that these announced dates will be adhered to both by faculty and students, unless a change in date is agreed upon by them. In addition, we urge that every possible consideration

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be given to students who can demonstrate in advance of the due date for either examinations or papers that they have more than two examinations or papers due on the same date from different instructors.

Resolution 46: That the faculty rescind the existing rule that final grades be due within 48 hours after the final examination is given, and that it adopt the rule that final grades be due within 48 hours (two business days) after the end of final examination week.

Resolution 47: That the administration facilitate planning of regularly held institutes for the purpose of discussing innovations in teaching methods and developments in teaching research.

Resolution 48: That funds be set aside for faculty travel exclusively for instructional research purposes.

Resolution 49: That the administration encourage individual faculty research pertinent and relevant to college teaching.

Resolution 50: That the college administration charge one of its administrative officers with the responsibility for continued gathering of information about educational developments.

Resolution 51: That individual faculty research dealing with teaching or other matters of general interest to faculty members be disseminated through the office of the Dean of the college, and that teaching seminars and other faculty-wide discussions of teaching should be continued at least on the present ongoing basis.

Resolution 52: That the college administration call for departmental self-studies as appropriate, particularly as departments prepare recommendations for the Faculty Senate.

Resolution 53: That the college administration consider institutional research in the matter of future building construction of primary importance in its assignment of research support and priorities.

Resolution 54: That the Committee on Instructional Media be activated and charged with specific responsibilities, including the requirement to issue regular informational reports to the faculty.

Resolution 55: That the administration make available summer leave stipends at least over the next two summers (1970 and 1971) to support faculty study of new curriculum developments.

Resolution 56: That the Dean of the college authorize a full study of teaching loads, to be implemented at the time the college moves completely to its new curriculum.

Resolution 57: That the college administration authorize a study of the economic and academic implications of an increase in the number of upperclass transfer students.

Resolution 58: That public relations undertake a systematic examination of the academic life of the college, and that it keep itself informed of developments in departments and of research activities of faculty, in order to present more adequately and accurately the nature and function of liberal arts education.

Resolution 59: That the administration concern itself with the keeping of the kinds of records that will make future institutional self-study more directly relevant.

Resolution 60: That the percent of total educational budget allocated to library expenditures be raised systematically on an annual basis, in line with the March, 1968 recommendations of the Faculty Library Committee.

Resolution 61: That the Faculty Library Committee charge the departments to institute a systematic review of present holdings in their fields, so that reliable estimates of book (and dollar) requirements may be made in all academic areas.

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Resolution 62: That the Head Librarian consider keeping the library open at least during the following hours: Monday through Friday, 7:30 a.m. to Midnight; Saturday, 7:30 a.m. to 6 p.m.; Sunday, 1 p.m. to Midnight.

Resolution 63: That a master index of all books and periodicals purchased with college funds should be made available to the library for inclusion in its card catalog, and that a master index of all audio-visual materials be similarly prepared (e.g. phonograph records, filmstrips, slides, etc.).

Resolution 64: That a union catalog of periodicals be established as soon as possible for the members of the Tri-College Common Market.

Resolution 65: That departments involved keep the kinds of records of assignments to and use of the library so that evaluation of independent study (including cost analyses) can take the library cost into account, and so that future budget allocations may be planned accordingly.

Resolution 66: That departments be encouraged to review the periodical holdings in their fields to consider present economies in space and future economies in binding.

Resolution 67: That the administration consider enhancing campus atmosphere as far as education is concerned in areas other than classroom instruction. In particular we recommend the increase in the stock and variety of books in the campus bookstore, recognizing that a place in which students and faculty can browse is a good illustration of the kind of life-long interest that we hope liberal arts education furnishes.

Resolution 68: That the departments and/or individuals involved in counseling for professional and vocational choices make available in writing a listing and description of the kinds of job opportunities, and of the skills required for various jobs and professions.

Resolution 69: That the administration sponsor serious and detailed study of advisement procedures and related problem areas, including in this study administration, faculty, and students. The study should concern itself with advisement as an orientation to the liberal arts, freshman orientation, psychological counseling, as well as the kind of routine registration assistance that is presently being offered.

Resolution 70: That the following time table be used in considering the proposals by the Curriculum Commission:

1. Action on the Course Plan to be completed by the end of the first semester, 1969/70;
2. Action on the Core proposal to be completed by March 1, 1970;
3. Action on the Administration of the Core to be completed by May 1, 1970;
4. Research on core implementation to be conducted during Summer, 1970;
5. Core recommendations made to the Administration of the Core Committee by September 30, 1970; and action by the committee by May 1, 1970;
6. Departmental major programs to be submitted to the Faculty Senate by January 1, 1971;
7. Action on departmental major programs by the Faculty Senate by May 1, 1971;
8. Core and other necessary parts of department programs in operation for the freshman class entering in the Fall term, 1971;
9. All sophomores, juniors, and seniors (other than transfer students) to express in writing their intention to be bound, at their choice, either by the graduation requirements in effect when they entered Concordia College, or by the graduation requirements in effect starting in the Fall, 1971;
10. Full operation of course and core by the beginning of the school year, 1972/73.

APPENDIX : B

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APPENDIX : B

BIBLIOGRAPHY

2. College and University Programs

(Some of our study was devoted explicitly to planned or on-going college programs. Our sources consisted of the periodicals and books listed above (and indicated here by index number), college catalogs, and visits to some of the institutions listed.)

The University of Albuquerque, Albuquerque, New Mexico.

American University, Washington, D.C.

Amherst College, Amherst, Massachusetts. (255, 261, 441)

Antioch College, Yellow Springs, Ohio. (504)

Aquinas College, Grand Rapids, Michigan.

Arkansas College, Batesville, Arkansas.

Augustana College, Sioux Falls, South Dakota.

Austin College, Sherman, Texas.

Baldwin-Wallace College, Berea, Ohio. (476)

Barnard College, New York, New York. (423)

Beloit College, Beloit, Wisconsin. (519, 71, 163, 173, 263, 460, 448)

Boston College, Chestnut Hill, Massachusetts.

Boston University, Boston, Massachusetts. (365)

Bowdoin College, Brunswick, Maine. (253, 405)

Bowling Green State University, Bowling Green, Ohio.

Brandeis University, Waltham, Massachusetts. (242)

Brooklyn College of the City University of New York, Brooklyn, New York. (489)

Bucknell University, Lewisburg, Pennsylvania. (258, 434)

State University College at Buffalo, Buffalo, New York. (425, 462)

University of California at Berkeley, Berkeley, California. (552)

University of California at Los Angeles, Los Angeles, California. (454)

University of California in Santa Barbara, Santa Barbara, California. (525)

Capital University, Columbus, Ohio.

Carleton College, Northfield, Minnesota. (21, 458)

Catholic University of America, Washington, D.C. (198)

Central Washington State College, Ellesbury, Washington. (255)

University of Chicago, Chicago, Illinois. (199, 107, 251)

Clark University, Worcester, Massachusetts. (33)

Coe College, Cedar Rapids, Iowa. (413)

Colby College, Waterville, Maine. (443)

Colgate University, Hamilton, New York. (445)

Colorado College, Colorado Springs, Colorado. (464)

Columbia University, New York, New York. (428, 444, 473, 400)

Connecticut College, New London, Connecticut. (202)

University of Connecticut, Storrs, Connecticut. (438)

Cornell College, Mount Vernon, Iowa.

Cornell University, Ithaca, New York. (450, 451, 471)

The Creighton University, Omaha, Nebraska.

David Lipscomb College, Nashville, Tennessee.

DePaul University, Chicago, Illinois. (446)

The Defiance College, Defiance, Ohio.

Delaware State College, Dover, Delaware.

University of Delaware, Newark, Delaware. (455)

University of Denver, Denver, Colorado.

Dickinson College, Carlisle, Pennsylvania. (463)

Douglass College, New Brunswick, New Jersey. (417)

Duke University, Durham, North Carolina. (203)

Earlham College, Richmond, Indiana. (71)

Elmira College, Elmira, New York. (206, 403)

Florida Presbyterian College, St. Petersburg, Florida. (215, 507)

Fort Hays Kansas State College, Hays, Kansas. (466)

Franklin and Marshall, Lancaster, Pennsylvania. (452)

Glassboro State College, Glassboro, New Jersey.

Goucher College, Towson, Maryland. (461)

Graceland College, Lamoni, Iowa.

Grinnell College, Grinnell, Iowa.

Guilford College, Greensboro, North Carolina.

Gustavus Adolphus College, St. Peter, Minnesota.

Hamline University, St. Paul, Minnesota.

Hanover College, Hanover, Indiana.

Harvard University, Cambridge, Massachusetts. (408, 459, 465, 469, 470, 400)

Haverford College, Haverford, Pennsylvania. (412)

Hiram College, Hiram, Ohio. (183)

Hope College, Holland, Michigan.

University of Houston, Houston, Texas.

Hunter College, New York, New York. (436)

Illinois Wesleyan University, Bloomington, Illinois.

Indiana University, Bloomington, Indiana. (205)

University of Iowa, Iowa City, Iowa. (409)

Iowa Wesleyan, Mount Pleasant, Iowa. (265)

Ithaca College, Ithaca, New York. (449)

Kalamazoo College, Kalamazoo, Michigan. (71)

University of Kansas, Lawrence, Kansas. (440)

Kenyon College, Gambier, Ohio. (404)

Lawrence University, Appleton, Wisconsin.

Lehigh University, Bethlehem, Pennsylvania. (414)

Lewis College, Lockport, Illinois. (467)

Lewis and Clark College, Portland, Oregon.

Luther College, Decorah, Iowa.

Lycoming College, Williamsport, Pennsylvania.

Macalester College, St. Paul, Minnesota. (118, 429)

McMurry College, Abilene, Texas.

McPherson College, McPherson, Kansas.

Manhattan College, New York, New York. (20)

University of Massachusetts, Amherst, Massachusetts. (410, 435)

Miami University, Oxford, Ohio. (421)

Michigan State University, East Lansing, Michigan. (271, 12, 447)

University of Michigan, Ann Arbor, Michigan. (468, 427, 422)

Millikin University, Decatur, Illinois. (415)

University of Minnesota, Minneapolis, Minnesota. (261, 489)

Morningside College, Sioux City, Iowa.

Mount Saint Mary's College, Emmitsburg, Maryland. (420)

Muhlenberg College, Allentown, Pennsylvania. (250)

The University of Nebraska, Lincoln, Nebraska.

New College, Sarasota, Florida. (252, 506)

University of North Carolina, Greensboro, North Carolina. (475)

North Dakota State University, Fargo, North Dakota.

Northeast Louisiana State College, Monroe, Louisiana.

Northern State College, Aberdeen, South Dakota.

Northwestern University, Evanston, Illinois. (439)

Oakland University, Rochester, Michigan. (71)

Oberlin College, Oberlin, Ohio. (197, 200)

Occidental College, Los Angeles, California.

Oklahoma College of Liberal Arts, Chicasha, Oklahoma.

University of Oklahoma, Norman, Oklahoma. (309)

Old Westbury College of the State University of New York, Westbury, New York. (265, 299)

Otterbein College, Westerville, Ohio. (457)

Pace College, New York City, New York.

Pacific Lutheran University, Tacoma, Washington.

Pasadena College, Pasadena, California.

Princeton University, Princeton, New Jersey. (474)

Raymond College, Stockton, California. (71)

The University of Redlands, Redlands, California.

Rutgers University, New Brunswick, New Jersey. (418)

St. Andrew's Presbyterian College, Laurinburg, North Carolina. (254)

St. John's College, Annapolis, Maryland. (161, 261)

St. John's University, Collegeville, Minnesota.

St. Olaf College, Northfield, Minnesota.

Shimer College, Mount Carroll, Illinois. (255)

Simpson College, Indianola, Iowa. (144)

Southern Connecticut State College, New Haven, Connecticut.

Southwestern College, Winfield, Kansas. (117)

Stanford University, Palo Alto, California. (194, 204, 424, 433)

Stephens College, Columbia, Missouri. (505)

Stonehill College, North Easton, Massachusetts. (432)

Swarthmore College, Swarthmore, Pennsylvania. (576)

Temple University, Philadelphia, Pennsylvania. (453)

Texas Lutheran College, Seguin, Texas.

University of Texas, Austin, Texas. (411, 419)

University of Toronto, Toronto, Ontario, Canada. (367)

Tufts University, Medford, Massachusetts. (426)

Upsala College, East Orange, New Jersey. (456)

University of Utah, Salt Lake City, Utah. (196, 407)

Valdosta State College, Valdosta, Georgia.

Valparaiso University, Valparaiso, Indiana. (195)

Wagner College, Staten Island, New York.

West Liberty State College, Wheeling, West Virginia.

Wheaton College, Wheaton, Illinois.

Whitworth College, Spokane, Washington. (406)

Williams College, Williamstown, Massachusetts. (430)

Wintrop College, Rock Hill, South Carolina. (416)

Wittenberg University, Springfield, Ohio. (437)

Wofford College, Spartanburg, South Carolina.

College of Wooster, Wooster, Ohio. (493A)

Yale University, New Haven, Connecticut. (442)

APPENDIX : B

BIBLIOGRAPHY

3. Unpublished Materials, Reports, Transcripts

Our reading was supplemented by special reports and studies directly connected with Concordia College. Included in the area of special studies were the following:

1. An evaluation of the Freshman Seminars of 1968/69, prepared by Dr. Gertrude Donat, Chairman, Department of Psychology.
2. A student questionnaire, administered to 1,088 students at the end of the 1968/69 academic year under the direction of Dr. Albert Bartz, Department of Psychology. The results of the questionnaire are included with the materials in this curriculum report.
3. An Alumni Report, initiated by the Concordia Alumni Association, with evaluation summaries prepared by Dr. Laurence Falk, Sociology Department.
4. A Student Stress Study prepared and evaluated by Dr. Gerald Syvrud, Sociology Department.
5. A report on the establishment of "Credo" College, prepared by Dr. Carl L. Bailey, Vice President for Academic Affairs.
6. A report by the Faculty Library Committee, March, 1968.
7. Various curriculum proposals prepared by the Core Curriculum Committee, 1967-1968.
8. Comments on co-curricular planning, prepared by Dennis Westgard, a Senior at the college.
9. A report on curriculum planning in the social sciences, prepared by Iota Chapter of Pi Gamma Mu.
10. A pamphlet, "Beyond Berkeley," prepared by the Concordia Student Association, detailing curricular developments at the college.

No special listing is prepared detailing the proceedings at the over sixty meetings of the Curriculum Commission. Certain additional special meetings, however, are listed: transcripts of all discussion were prepared and made available to the Commission:

A. Meetings with Departments Currently Involved in Core Requirements:

1. Spanish, March 11, 1969

2. German, March 18, 1969
3. English, March 19, 1969
4. Sociology, March 25, 1969
5. Biology, April 1, 1969
6. Religion, April 9, 1969
7. French, April 22, 1969
8. History, June 17, 1969

B. Other Special Meetings:

1. Student Curriculum Committee, November 7, 1968
2. Student Association, January 21, 1969
3. Curriculum Emphasis Week, April 21-25, 1969. Transcripts included discussions on "Relevance in the Curriculum," "The Christian Orientation of the College," "The Core Curriculum," "The Freshman Year," "Innovations in Teaching Methods."
4. Mr. J. L. Rendahl, Dean of Admissions, November 4, 1968.

Special Reports were prepared for the Curriculum Commission by the following:

1. Faculty and Student Profiles, Dr. Paul Dovre, Executive Vice President; Mr. Donald Dale, Registrar
2. Financial Considerations: Local and Regional, Dr. Harding Noblitt, Professor, Department of Political Science
3. Innovations, Dr. Robert Homann, Associate Dean of the College
4. Innovations at Specific Colleges and Universities, Dr. Walther G. Prausnitz, Professor, Department of English
5. Curriculum Programs at Specific Colleges and Universities, Mr. Omar Olson, Student Member of the Curriculum Commission
6. Goals of Liberal Arts Education, Dr. Tom Christenson, Department of Philosophy

APPENDIX : B

BIBLIOGRAPHY

4. Professional and Graduate Schools

(The schools listed had all replied by July 25, 1969. Replies received after that date could not be included in this listing.)

GRADUATE SCHOOLS

Adelphi University
American University
Andrews University
Arizona State University
Auburn University
Boston University
Bowling Green State University
Brown University
Butler University
The Catholic University of America
Central Michigan University
Claremont Graduate School
Colorado State University
Cornell University
Creighton University
Drake University
Duke University
Duquesne University
Eastern Michigan University
Emory University
Florida State University
Fordham University
The George Washington University
Georgetown University
Gonzaga University
Hardin-Simmons University
Harvard University
Howard University
Illinois State University
Indiana University
Kansas State University of Agriculture and Applied Science
Kent State University
Lehigh University
Lincoln University
Loma Linda University
Louisiana State University & Agricultural and Mechanical College
Loyola University, Chicago
Loyola University of Los Angeles
Marquette University
Memphis State University
Mercer University

Miami University
Michigan State University
Michigan Technological University
Midwestern University
Montana State University
Niagara University
North Dakota State University
North Texas State University
Northwestern University
The Ohio State University
Oregon State University
Pacific University
Pacific Lutheran University
The Pennsylvania State University
Princeton University
Purdue University
Rutgers University
St. Mary's University
Seton Hall University
Southern Illinois University
Southern Methodist University
Stanford University
State University of New York, Albany
State University of New York, Stony Brook
Syracuse University
Texas A & M University
Texas Christian University
Tufts University
The Tulane University of Louisiana
The University of Akron
The University of Alabama
The University of Arizona
University of Arkansas
University of California, Davis
University of Cincinnati
University of Connecticut
University of Dayton
University of Denver
University of Florida
The University of Georgia
University of Hawaii
University of Houston
University of Illinois
University of Iowa
University of Kansas
University of Kentucky
University of Maine
The University of Michigan
University of Mississippi
University of Montana
University of Nebraska
University of Nevada
University of New Hampshire
The University of New Mexico
University of North Carolina, Chapel Hill
University of North Carolina, Greensborough

University of North Dakota
University of Notre Dame du Lac
University of Oklahoma
University of Oregon
University of Pennsylvania
University of Puget Sound
University of Redlands
University of Richmond
University of Rochester
University of Santa Clara
University of Scranton
University of South Dakota
University of Southern California
University of Tennessee
University of Texas
The University of Tulsa
University of Virginia
University of Washington
University of Wyoming
Utah State University of Agriculture and Applied Science
Vanderbilt University
Villanova University
West Texas State University
West Virginia University
Western Illinois University
Western Michigan University
Yale University
Yeshiva University

LAW SCHOOLS

Boston University
Capital University
Case Western Reserve University
Cornell University
Creighton University
De Paul University
Duke University
Florida State University
Fordham University
Georgetown University
The George Washington University
Gonzaga University
Indiana University-Bloomington
Indiana University-Indianapolis
Loyola University-New Orleans
Loyola University of Los Angeles
Marquette University
Mercer University
New England School of Law
Northwestern University
Ohio Northern University
Ohio State University
Rutgers, The State University
Samford University

Southern Methodist University
State University of New York at Buffalo
Stetson University
Temple University
University of Akron
University of Arizona
University of California-Berkeley
University of California-Davis
University of California-Los Angeles
University of California-San Francisco
University of Chicago
University of Cincinnati
University of Connecticut
University of Denver
University of Florida
University of Georgia
University of Houston
University of Idaho
University of Illinois
University of Kentucky
University of Louisville
University of Maine
University of Michigan
University of Minnesota
University of Missouri-Columbia
University of Missouri-Kansas City
University of Montana
University of Nebraska
University of New Mexico
University of North Carolina
University of Oregon
University of Pennsylvania
University of Richmond
University of Santa Clara
University of South Dakota
University of Southern California
University of Toledo
University of Tulsa
University of Washington
University of Wisconsin
University of Wyoming
Valparaiso University
Vanderbilt University
Villanova University
Wake Forest University
Washburn University of Topeka
Washington and Lee University
Washington University
West Virginia University
Williamette University
Yale University

MEDICAL SCHOOLS

Case Western Reserve University

Columbia University
Duke University
Emory University
George Washington University
Harvard University
Howard University
Indiana University
Loma Linda University
Loyola University
New York University
Northwestern University
Ohio State University
St. Louis University
Stanford University
Tufts University
Union University
University of Alabama
University of California-L.A.
University of Chicago
University of Cincinnati
University of Colorado
University of Connecticut
University of Florida
University of Iowa
University of Kansas
University of Louisville
University of Maryland
University of Miami
University of Michigan
University of Mississippi
University of Missouri
University of Nebraska
University of North Carolina
University of North Dakota
University of Oklahoma
University of Oregon
University of Pennsylvania
University of Pittsburgh
University of Rochester
University of Tennessee
University of Texas, Galveston
University of Vermont
University of Washington
University of Wisconsin
Vanderbilt University
Washington University
Wayne State University

SCHOOLS OF JOURNALISM

Boston University
Colorado State University
Fairfield University
Iowa State University
Kansas State University of Agriculture
Loyola University (New Orleans)
Marquette University

Ohio University
Rutgers University
Stanford University
Syracuse University
University of Arizona
University of California
University of Florida
University of Kansas
University of Kentucky
University of Michigan
University of Missouri
University of New Mexico
University of North Carolina
University of Pennsylvania
University of Texas at Austin
University of Washington
University of Wisconsin--Madison

SCHOOLS OF PHARMACY

Columbia University
Ohio State University
Rutgers, the State University
University of Arizona
University of California, San Francisco
University of Florida
University of Iowa
University of Kansas
University of Maryland
University of Minnesota
University of North Carolina
University of Tennessee
University of Washington
University of Wisconsin

SCHOOLS OF SOCIAL WORK

Adelphi University
Boston University
The Catholic University of America
Columbia University
Fordham University
Howard University
Louisiana State University
Ohio State University
Rutgers, State University
Saint Louis University
Tulane University
University of California, Berkeley
University of Chicago
University of Connecticut
University of Denver
University of Georgia
University of Kansas
University of Louisville
University of Maryland

University of Missouri
University of Nebraska
University of North Carolina
University of Oklahoma
University of Pennsylvania
University of Pittsburgh
University of South Carolina
University of Tennessee
University of Utah
University of Wisconsin, Madison
University of Wisconsin, Milwaukee
Washington University
West Virginia University
Yeshiva University

SCHOOLS OF DENTISTRY

Baylor University
Columbia University
Creighton University
Emory University
Fairleigh Dickinson University
Georgetown University
Harvard University
Indiana University
Loma Linda University
Loyola University, Chicago College
Loyola University
Marquette University
New York University
Northwestern University
Ohio State University
State University of New York at Buffalo
Tufts University
University of California, San Francisco
University of Connecticut
University of Detroit
University of Kentucky
University of Michigan
University of Minnesota
University of Missouri, Kansas City
University of Nebraska
University of Pittsburgh
University of Texas, Houston
University of the Pacific
University of Washington
Washington University
West Virginia University

DIVINITY SCHOOLS

Capital University
Duke University
Howard University
Marquette University
Phillips University

St. John's University
Southern Methodist University
University of Dubuque
University of the South
Vanderbilt University
Yale University

DEPARTMENTS OF CHEMISTRY

Baylor University
Boston University
Brandeis University
Brigham Young University
Carnegie-Mellon University
Case Western Reserve University
Catholic University of America
Colorado State University
Cornell University
Dalhousie University
Duke University
Duquesne University
Emory University
Florida State University
Fordham University
Georgetown University
Harvard University
Iowa State University of Science and Technology
Kansas State University
Kent State University
Louisiana State University
Loyola University
McGill University
McMaster University
Michigan State University
Montana State University
New Mexico State University
North Dakota State University
Northeastern University
North Texas State University
Northwestern University
Ohio State University
Ohio University
Oklahoma State University
Oregon State University
Pennsylvania State University
Princeton University
Purdue University
Queen's University
Rice University
Rutgers, The State University
Saint Louis University
Seton Hall University
Simon Fraser University
Southern Illinois University
Stanford University
State University of New York at Albany

State University of New York at Binghamton
State University of New York at Stony Brook
St. John's University
Syracuse University
Syracuse University, State University
Texas Christian University
Texas Woman's University
Tufts University
Tulane University
University of Akron
University of Alabama
University of Alberta
University of Arkansas
University of British Columbia
University of Calgary
University of California, Berkeley
University of California, Riverside
University of California, Santa Barbara
University of Chicago
University of Cincinnati
University of Delaware
University of Detroit
University of Florida
University of Georgia
University of Hawaii
University of Houston
University of Illinois
University of Kansas
University of Manitoba
University of Maryland
University of Massachusetts
University of Miami
University of Minnesota
University of Mississippi
University of Missouri, Columbia
University of Missouri, Rolla
University of Montana
University of Nebraska
University of Nevada
University of Oregon
University of Ottawa
University of Rochester
University of Saskatchewan
University of South Carolina
University of South Dakota
University of Texas, Austin
University of Victoria
University of Washington
University of Waterloo
University of Western Ontario
University of Windsor
University of Wisconsin
University of Wyoming
Utah State University
Vanderbilt University
West Virginia University
Yale University

DEPARTMENTS OF BIOCHEMISTRY

The City University of New York
Dalhousie University
The George Washington University
Georgetown University
Harvard Medical School
Iowa State University of Science and Technology
The Johns Hopkins University
Laval University
Michigan State University
New York University and Graduate School of Arts and Sciences
New York University Medical Center
North Carolina State University
North Dakota State University
Ohio State University
Oklahoma State University
Oregon State University
Princeton University
Rutgers, the State University
State University of New York, Buffalo
St. Louis University School of Medicine
Texas A & M University
University of Alberta
University of Arizona
University of British Columbia
University of California, Berkeley
University of California, Davis
University of California, Los Angeles
University of California, Riverside
University of Cincinnati
University of Colorado
University of Connecticut
University of Georgia
University of Hawaii
University of Illinois at the Medical Center, Chicago
University of Iowa
University of Kansas, Medical Center
University of Kansas
University of Manitoba
University of Massachusetts
University of Michigan
University of Minnesota, Minneapolis
University of Minnesota, St. Paul
University of Nebraska
University of North Carolina
University of Ottawa
University of Pittsburgh
University of Rochester
University of Tennessee
University of Texas-Medical Branch
University of Washington
University of Western Ontario
University of Wisconsin
Yeshiva University

DEPARTMENTS OF CHEMICAL ENGINEERING

Arizona State University
Carnegie-Mellon University
Case Western Reserve University, Chemical Engineering
Catholic University of America
Clemson University
Iowa State University
Lehigh University
McGill University
Michigan State University
Montana State University
Northeastern University
Ohio State University
Oklahoma State University
Princeton University
Purdue University
Queen's University
Rice University
Stanford University
Texas A & M University
Tulane University
University of British Columbia
University of Cincinnati
University of Colorado
University of Delaware
University of Florida
University of Idaho
University of Illinois
University of Iowa
University of Kansas
University of Louisville
University of Maine
University of Maryland
University of Minnesota
University of Mississippi
University of Missouri, Rolla
University of New Mexico
University of Notre Dame
University of Saskatchewan
University of Tennessee
University of Texas
University of Washington
University of Windsor
University of Wisconsin
Vanderbilt University
Washington State University
West Virginia University
Yale University

APPENDIX : B

BIBLIOGRAPHY

5. Personnel Managers

(The companies listed had all replied by July 25, 1969. Replies received after that date could not be included in this listing.)

BUSINESS

AC Electronics Division, General Motors Corp.
ACF Industries, Inc.
Abitibi Corp.
Abraham & Straus
Acushnet Co.
Addison-Wesley Publishing Co.
Aerojet-General Corp.
Aerospace Corp.
Aetna Insurance Co.
Aid Association for Lutherans
Airco
Airport Parking Company of America
Albany Felt Co.
All-Steel Equipment, Inc.
Allegheny Ludlum Steel Corp.
Allen-Bradley Co.
Allstate Insurance Companies
Aluminum Company of America
Amchem Products, Inc.
American Airlines, Inc.
American Appraisal Co.
American Cyanamid Co.
American Enka Corp.
American Fletcher National Bank and Trust Co.
American Group of C.P.A. Firms
American Hoist & Derrick Co.
American Institute of Laudering
American Institutes for Research
American Metal Climax, Inc.
American National Bank & Trust Company of Chicago
American National Insurance Co.
American Oil Co.
American Potash & Chemical Corp.
American Saint Gobain Corp.
American Telephone and Telegraph Co., Long Lines Department
Ames Co.
Anaconda Aluminum Co.
Anaconda Co.
Analytic Services, Inc.
Arthur Andersen & Co.
Anheuser-Busch, Inc.

Applied Research Laboratories
Arkansas Louisiana Gas Co.
Arkwright-Interlaken, Inc.
Armco Steel Corp.
Armour Grocery Products Co.
A. J. Armstrong Co., Inc.
Armstrong Cork Co.
Army and Air Force Exchange Service
Arrow Co.
Associated Accounting Firms International
Associated Coca-Cola Bottling Co., Inc.
Associated Spring Corp.
Associates Investment Co.
Atlanta Gas Light Co.
Atlantic City Electric Co.
Atlantic Richfield Co.
Atlantic Richfield Hanford Co.
Atlas Chemical Industries, Inc.
Austin Co.
Automobile Club of Southern California
Avco/Lycoming Division
N. W. Ayer & Son, Inc.
Babcock and Wilcox Co.
Bailey Meter Co.
Baird, Kurtz & Dobson
Ball Brothers Co., Inc.
Bank of America National Trust & Savings Association
Bank of the Southwest
Bankers Life and Casualty Co.
Bankers Life Co.
Bankers Trust Co.
Barber-Greene Co.
Barton-Aschman Associates, Inc.
Barton, Brown, Clyde & Loguidice
Bastian-Blessing Co.
Bath Iron Works Corp.
Battelle Memorial Institute-Pacific
Beech Aircraft Corp.
Beckman Instruments, Inc.
Bechtel Corp.
Belden Corp.
Belk Stores, Inc.
Bell Telephone Laboratories, Inc.
Bell Telephone Company of Pennsylvania
Beloit Corp.
Bendix Corp.
Benson & Neff
Berkshire Life Insurance Co.
Bessemer and Lake Erie Railroad and Associated Railroad Cos.
Bethlehem Steel Corp.
Betz Laboratories, Inc.
Black Clawson Co.
Black Sivalls & Bryson, Inc.
Black & Veatch Consulting Engineers
E. V. Bliss Co.

William H. Block Co.
Blount Brothers Corp.
Blue Cross of Western Pennsylvania
Boeing Company
Bon Marche Stores, Inc. Seattle
Bonwit Teller
Booth Newspapers, Inc.
Booz, Allen & Hamilton, Inc.
Borg-Warner Corp. York Division
Boston Store
Bourns, Inc. - Iowa
Boy Scouts of America
Boys' Clubs of America
Brandeis University
Briggs & Stratton Corp.
Bristol Laboratories
Brooklyn Union Gas Co.
Brown & Root, Inc.
Brunswick Corp.
Buckeye Pipe Line Co.
Bucyrus-Erie Co.
Buehler Corp.
Burdine's
Burgess Battery Division
Burlington Industries, Inc.
Leo Burnett Co., Inc.
Burns & McDonnell Engineering Co.
Burr-Brown Research Corp.
Burroughs Wellcome & Co. (USA) Inc.
Butler Manufacturing Co.
Cain-Sloan Co.
State of California (Personnel Board)
University of California, Berkeley
University of California, Davis
University of California, San Diego
University of California, San Francisco Medical Center
Camp Fire Girls, Inc.
Campbell Soup Co.
Canton Daily Ledger
Carnation Co.
Carrier Air Conditioning Co.
Carrier Corp. - Research Division
Case Western Reserve University
Caterpillar Tractor Co.
Ceco Corp.
Celanese Corp.
Celotex Corp.
Center for Naval Analysis
Central Hudson Gas and Electric Corp.
Central Illinois Public Service Co.
Central National Bank of Richmond
Central Chio Paper Co.
Central Soya Co., Inc.
Central Trust Co.
Cessna Aircraft Co. Military-Twin Division
Charmin Paper Products Co.
Chase Manhatten Bank, N.A.

Chemical Construction Corp.
Chesapeake & Ohio Railroad Co.
A. W. Chesterton Co.
Chevron Chemical Co.
Chevron Oil Co. California Co. Division
Chevron Oil Co. Eastern Division
Chevron Oil Co. Geophysical Division
Chicago Bridge & Iron Co.
Chicago, Rock Island & Pacific Railroads
Chicago Transit Authority
Chrysler Corp.
Cincinnati Milling Machine Co.
Cincinnati & Suburban Bell Telephone Co.
Cities Service Oil Company Tulsa
Cleco Pneumatic
Cleveland Public Library
Cleveland Trust Co.
Cleveland Twist Drill Co.
Clinton Corn Processing Co.
J. H. Cohn & Co.
Colgate-Palmolive Co.
College Life Insurance Company of America
Collins Radio Co.
Colorado State Department of Highways
University of Colorado Medical Center
Commerce Bancshares, Inc.
Commercial Solvents Corp.
Commonwealth Edison Co.
Communications Satellite Corp.
Connecticut General Life Insurance Co.
State of Connecticut Personnel Department
Consolidated Freightways
Continental Illinois National Bank & Trust Co.
Continental Insurance Cos.
Continental Oil Company
Continental Telephone Service Corp.
Contra Costa County Civil Service Department
Cook County Department of Public Aid
Cook Electric Co.
Cooper-Bessemer Co.
Cooper Tire & Rubber Co.
Corhart Refractories Co.
Corn Products Co.
Cornell Aeronautical Laboratory, Inc.
Corning Glass Works
Coro Foundation
Cotton Producers Association
Cranston Print Works Co.
Crawford and Co.
Crouse-Hinds Co.
Crown Zellerbach Corp.
Crum & Forster Group Insurance Cos.
Cuyahoga County Welfare Department
City of Dallas
Dana Corp. Eastern Frame Division
Dana Laboratories, Inc.

Data Corp.
Dayton Power and Light Co.
Deere & Co.
De Kalb Agricultural Association, Inc.
De Leuw, Cather Organization
Delmarva Power & Light Co.
Dennison Manufacturing Co.
Denver United States National Bank
Detroit Bank & Trust Co.
Detroit Edison Co.
Detroit Public Library
Dey Brothers & Co.
Diamond Chair Co.
Dillingham Corp.
Donrey Media Group
Douglas Aircraft Co.
Dow Badische Co.
Dow Chemical Co.
Dow Corning Corp.
Dun & Bradstreet, Inc.
E. I. Du Pont De Nemours & Co., Inc.
EKCO Products, Inc.
ESSO Production Research Co.
ESSO Research & Engineering Co.
East Orange Free Public Library
Eastex Inc.
Eastman Kodak Co.
Economy Finance Corp.
Edison Brothers Stores, Inc.
Ellerbe Architects
Emerson Electric Co.
Emory University
Empire District Electric Co.
Employers Insurance of Wausau
Emporium
Enjay Chemical Co.
Enoch Pratt Free Library
Equitable Life Assurance Society of the U. S.
Equitable Trust Co.
Erie Technological Products, Inc.
Ernst & Ernst (Potter, Bower & Co.)
Ernst & Ernst
Ethyl Corp. Research and Development Department
Excell Industries, Inc.
FMC Corp.--Executive Offices
FMC Corp. Link-Belt Speeder Division
FS Services, Inc.
Factory Mutual Engineering Corp.
Fairmont Foods Co.
Fairview General Hospital
Fansteel Metallurgical Corp.
Federal Products Corp.
Federated Mutual Implement & Hardware Insurance Co.
Fiberboard Corp.
Fidelity Bank
Fidelity Union Trust Co.

Henry Field Seed & Nursery Co.
Fifth Third Union Trust Co.
Filene's
Firestone Tire & Rubber Co.
First Bank System
First National Bank of Atlanta
First National Bank of Boston (and Old Colony Trust Co.)
First National Bank in Dallas
First National Bank of Fort Worth
First National Bank of Hawaii
First National Bank of Maryland
First National Bank of Memphis
First National Bank of Oregon
First National Bank of South Carolina
First National City Bank
First Pennsylvania Bank
First Trust Co. of Saint Paul
Fisher-Price Toys, Inc.
Florida State Personnel Board
University of Florida
John Fluke Manufacturing Co., Inc.
Foley's
Foote, Cone & Belding, Inc.
Foremost Foods Co.
Forrest and Cotton, Inc.
John F. Forbes & Co.
Foster Wheeler Corp.
Foxboro Co.
R. T. French Co.
Frick Co.
GAF Corp.
G T & E Service Corp.
Gannett Co., Inc.
Garrett Corp. - Airesearch Division
Gauger & Diehl
General Adjustment Bureau, Inc.
General American Life Insurance Co.
General Dynamics
General Dynamics Corvair Division
General Dynamics Fort Worth Division
General Dynamics Quincy Division
General Foods Corp.
General Motors Acceptance Corp.
General Motors, Corp.
General Railway Signal Co.
General Telephone Co. of Florida
General Telephone Co. of Kentucky
General Telephone Co. of Ohio
General Telephone Co. of the Southwest
General Telephone Co. of Wisconsin
General Telephone & Electronics Laboratories, Inc.
Genesco, Inc.
Georgia-Pacific Corp.
Gerber Products Co.
Gillette Research Institute, Inc.
Girard Trust Bank

Glamorgan Pipe and Foundry Co.
Gleason Works
Glidden-Durkee Division — SMC Corp.
B. R. Goodrich Co.
Goodyear Atomic Corp.
Gould-National Batteries, Inc.
Government Services, Inc.
W. R. Grace & Co.
W. R. Grace & Co. - Cryovac Division
Grand Union Co.
W. T. Grant Co.
Graybar Electric Co., Inc.
Great American Insurance Co.
Great Northern Railway Co.
Grinnell Corp.
Group Hospitalization, Inc.
Guaranty Bank and Trust Co.
Gulf Oil Corp. - U. S. Operations
Halliburton Services
Hallmark Cards, Inc.
Hamilton Cosco, Inc.
John Hancock Mutual Life Insurance Co.
Harnischfager Corp.
Harris-Intertype Corp.
Harris, Kerr, Forster & Co.
Harris Trust and Savings Bank
Hartford Steam Boiler Inspection and Insurance Co.
Harvard Medical Area
Harvard University
Haskins & Sells
Heald Machine Co.
Heath Survey Consultants
Heil Company
Herald-Mail Co.
Hercules Inc.
Hershey Foods Corp.
Hewlett-Packard Co.
Higbee Co.
Hobart Brothers Co.
Hobart Manufacturing Co.
Hoffmann-La Roche, Inc.
Hoffman-Taff, Inc.
Holcomb & Hoke Manufacturing Co., Inc.
Holt Machinery Co.
Home Insurance Co.
Hooker Chemical Corp.
George A. Hormel & Co.
Howard, Needles, Tammen & Bergendoff
Humble Oil Refining Co.
Huntington Alloy Products Division
Hyster Co.
ITT Avionics Division
ITT Barton
ITT Defense Communications Divisions
ITT Electron Tube Division
ITT Fluid Handling Division

Idaho First National Bank
Idaho State Department of Highways
Indiana & Michigan Electric Co.
Indiana National Bank
Indiana Newspaper Personnel Committee
Industrial National Bank of Rhode Island
Ingersoll-Rand Co.
Inland Container Corp.
Inland Steel Co.
International Business Machines Corp. -Fargo
International Business Machines Corp. -New York
International Harvester Co.
International Minerals & Chemical Corp.
International Voluntary Services, Inc.
Iowa Electric Light & Power Co.
Itek Corp.
Jackson Laboratory
Jantzen Inc.
Jet Propulsion Laboratory
Philip G. Johnson & Co., C.P.A.
Jones & Laughlin Stell Corp.
Joske's of Houston
Kaiser Industries Corp.
City of Kansas City
Kansas Gas and Electric Co.
Kansas State Department of Social Welfare
A. T. Kearney & Co., Inc.
Keebler Co.
Kendall Co. - Corporate Headquarters
M. W. Kellogg Co.
Kellwood Co.
Kelly/Springfield Tire Co.
Kendall Refining Division
Kennecott Copper Corp.
Keystone Steel & Wire Co.
Peter Kiewit Sons' Co.
Kimberly-Clark Corp.
Klopman Mills, Inc.
Knight Publishing Co.
Koehring Co.
Kohler Co.
Kroger Co.
Lear Siegler, Inc.--Instrument Division
Lear Siegler, Inc.--Power Equipment Division
Lehigh Portland Cement Co.
Lennox Industries, Inc.
Levi's
Levy's of Savannah, Inc.
Libby Owens Ford Glass Co.
Liberty Life Insurance Co.
Liberty Mutual Insurance Cos.
Life Insurance Company of Virginia
Liggett & Myers Tobacco Co.
Lincoln Laboratories, Inc.
Lincoln Laboratory, MIT
Lincoln National Life Insurance Co.

Lindsay-Schaub Newspapers
Litton Industries, Inc.
Lockheed-California Co.
Lockheed-Missiles and Space Co.
Longstreet-Abbott & Co.
Los Alamos Scientific Laboratory
L. A. Public Library
Lukens Steel Co.
Lybrand, Ross Brothers & Montgomery
W. M. Lyles Co.
Lynch Communication Systems, Inc.
Maas Brothers, Inc.
R. H. Macy & Co., Inc.
Main Lafrentz & Co.
Marley Co.
P. R. Mallory & Co., Inc.
Manufacturers Hanover Trust Co.
Marathon Oil Co.
Marathon Oil Co. Research Center
Marine Midland Grace Trust Co. of New York
Marine Midland Trust Co. of Rochester
Marine Office of America
Markem Machine Co.
Marsh & McLennan, Inc.
Marshall Field and Co.
Martin Marietta Corp. Aerospace Group
Maryland American General Insurance Group
State of Maryland-Committee of Personnel
Mason & Hanger-Silas Mason Co., Inc.
Massachusetts Department of Public Welfare
Massachusetts Mutual Life Insurance Co.
Mautz Paint & Varnish Co.
May Department Stores Co.
Mayo Clinic - Personnel Director
Lawrence R. McCoy & Co., Inc.
J. Ray McDermott & Co., Inc.
A. Y. McDonald Manufacturing Co.
J. F. McElwain Co.
McGladrey, Hanse, Dunn & Co.
McLean Trucking Co.
McNeil Laboratories, Inc.
Mead Corp.
Mead Johnson
F. W. Means & Co.
Meier & Frank Co., Inc.
Mellon National Bank and Trust Co.
Mercantile Stores Co., Inc.
Mercantile Trust Co.
Meredith Corp.
Merrill, Lynch, Pierce, Fenner & Smith Inc.
Mesta Machine Co.
Methodist Publishing House
Metropolitan Life Insurance Co.
Metropolitan Utilities District
Michigan State Department of Education-Library Division
University of Michigan Recruitment Coordinator
Miles Laboratories, Inc.

Milgo Electronic Corp.
Milliman & Robertson, Inc.
Milwaukee Sentinel
Minneapolis Star and Tribune
University of Minnesota Civil Service Personnel
Missouri State Highway Commission
Missouri State Library
Mitre Corp.
Mobil Oil Corp., Manager Recruiting
Monarch Life Insurance Co.
Monsanto Co.
Montgomery Ward & Co., Inc.
Moog Inc.
Moorman Manufacturing Co.
Morgan Manufacturing Co., Inc.
Morrison-Knudsen Co., Inc.
Morton International, Inc.
Motorola Inc.
Mountain States Telephone and Telegraph Co.
Mutual Life Insurance Co. of New York
National Castings Division Midland-Ross Corp.
National Dairy Council
National Federation of Settlements and Neighborhood Centers, Inc.
National Gypsum Co.
National Lead Co.
National Recreation & Park Association
National Steel Corporation
Nationwide Insurance Companies
Nebraska State Department of Roads
Neiman-Marcus
Neisner Brothers, Inc.
Neville Chemical Co.
Newark Public Library
New England Merchants National Bank of Boston
New England Telephone and Telegraph Co.
New Jersey Zinc Co.
New Mexico State Highway Department
City of New York
New York Life Insurance Co.
New York State Public Service Commission
New York State Banking Department
New York State Department of Civil Service
New York State Health Department
New York State Library
New York University Medical Center & Hospital
A. C. Nielson Co.
Norfolk and Western Railway Co.
North American Rockwell Corp.-Los Angeles Division
North American Rockwell Corp.-Commercial Products Group
North Carolina National Bank
North Carolina State Personnel Department
Northern Illinois Gas Co.
Northern Pacific Railway Co.
Northern Trust Co. Bank
Northrup, King & Company
Northwestern Bell Telephone Co.

Northwestern Mutual Life Insurance Co.
Nuclear Chicago Corp.
Occidental Life Insurance Co. of California
Ohio Edison Co.
Ohio State Department of Highways
Ohmite Manufacturing Co.
Ohrbach's, Inc.
Oilgear Co.
Oklahoma State Department of Libraries
Olin Mathieson Chemical Corp.
Oregon State Civil Service Commission
Ortho Pharmaceutical Corp.
Oscar Mayer & Co.
Osmose Wood Preserving Co. of America, Inc.
Ottis Engineering Corp.
Ott Chemical Co.
Oxford Industries, Inc.
Oxford Paper Co.
PPG Industries
Pacific Gas and Electric Co.
Pacific Northwest Bell Telephone Co.
Pacific Power & Light Co.
Packaging Corp. of America
Pan Am Aerospace Services Division
Parke, Davis & Co.
Peerless Insurance Co.
Penick & Ford, Inc.
Penn Central Transportation Co.
Penn-Dixie Cement Corp.
Penn Mutual Life Insurance Co.
Pennsylvania Department of Health-Division of Sanitary Engineering
Pennsylvania State Civil Service Commission
Pennsylvania State Department of Highways
Pennsylvania State University Department of Housing & Food Services
Pet Inc.
Charles Pfizer & Co., Inc.
Philadelphia National Bank
Phoenix of Hartford Insurance Cos.
Phoenix Mutual Life Insurance Co.
Pitometer Associates
Pittsburgh-Des Moines Steel Co.
Pittsburgh National Bank
Polaroid Corp.
Port of New York Authority
Potlatch Forests, Inc.
Powers Regulator Co.
Pratt & Whitney Aircraft
Proctor & Gamble
Providence Journal Co.
Providence Public Library
Public Service Electric and Gas Co.
A. M. Pullen and Company
Purdue University-Business Offices
Purex Corporation Ltd.

Queens Borough Public Library
RCA
Ralston Purina Co.
Rand Corporation
Rath Packing Co.
Raymond International Inc.
Raytheon Co.
D. M. Read, Inc. (Read's)
Reliance Electric Co.
Republic National Bank of Dallas
Retail Credit Co.
Paul Revere Life Insurance Co.
Rex Chainbelt Inc.
Raynolds Metals Co.
R. J. Reynolds Tobacco Co.
Richardson, Gordon and Associates
Richardson-Merrell Inc.
Riegel Textile Corp.
Rike-Kumler
Riker Laboratories
Rish Equipment Co.
Roberts Company
Rochester Public Library
University of Rochester
Rohm and Hass Co.
Ross Engineering
Royal-Globe Insurance Companies
Rust Engineering Co.
Joseph T. Ryerson & Son, Inc.
S-F-D Laboratories, Inc.
Sagner Inc.
St. Joseph Lead Co.
St. Louis-San Francisco Railway Company
The St. Paul Insurance Cos.
San Antonio City Public Service Board
Sangamo Electric Company
Santa Clara County Personnel Department
City of Santa Monica--Personnel Analyst
Sargent & Lund Sarkes Tarzian, Inc.
Schering Corp.
Schlumberger Limited New York
Schlumberger Well Services
Scott, Foresmen and Company
Sea-Land Service, Inc.
G. D. Searle & Company
Sears, Roebuck and Company
City of Seattle-Engineering Department
Security First National Bank (Pacific)
Security Mutual Life Insurance Company of New York
Security Trust Company of Rochester
Seismograph Service Corporation
Service Pipeline Co.
Servomation Mathias, Inc.
Shane Uniform Company, Inc.
Sherwin-Williams Company
Shillito's

Shulton, Inc.
Sikorsny Aircraft
Simpson Electric Company
Sinclair Research, Inc.
Singer Company
Smith Kline and French Laboratories
Society National Bank of Cleveland
South Bend Tribune
South Carolina State Highway Department
South Carolina State Library Board
South Central Bell Telephone Company
Southern Bell Telephone
Southern California Edison Company
Southern California Gas Company
Southwest Investment Co.
Southwest Research Institute (2)
Southwestern Bell Telephone Company
Southwire Company
Spaulding Fibre Company, Inc.
Standard Brands Inc.
Standard Oil Company of California
Standard Oil Company of New Jersey
Standard Pressed Steel Company
Stanford University-Stanford Electronics Laboratories
State Farm Insurance Companies
The State Journal
Sterns-Roger Corporation
Stewart Warner Electronics
Stouffer Foods Corporation
Stroh Brewery Company
Sun Oil Company
Superior Continental Corporation
Sverdrup & Parcel and Associates, Inc.
Swift and Company
Swindell Dressler Company
Sylvania Electric Products Inc.
TRW Systems Group
Target Stores, Inc.
Technology Inc.
Tennessee Eastman Co.
Tennessee Valley Authority
Terry Steam Turbine Co.
Texas Bank & Trust Co. of Dallas
Texas Daily Newspaper Association
University of Texas-Texas Medical Center
Tex--U. S. Chemical Co.
Therm-O-Disc, Inc.
Thermo Electron Corp.
Thomasville Furniture Industries Inc.
3M Company
Time Inc.
Times-World Corp.
Toni Co.
Top Value Enterprises, Inc.
Trane-Sonics, Inc.
Trans World Airlines, Inc.

Transcontinental Gas Pipe Line Corp.
Travelers Insurance Cos.
Turner Construction Co.
Twin Disc, Inc.
Chemicals & Plastics--Union Carbide
Electronics Division--Union Carbide
Food Products Division--Union Carbide
Linde Division--Union Carbide
Union Carbide Corp.
Union Mutual Life Insurance Co.
Union Oil Co. of California--Illinois
Union Oil Co. of California--Los Angeles
Uniroyal, Inc.--Chemical Division
Uniroyal, Inc.--Consumer, Industrial, & Plastic Products Divisions
Uniroyal, Inc.--Fiber & Textile Division
Uniroyal Inc.--Research Center
United Aircraft Corp.--Research Laboratories
United California Bank
United Engineers & Contractors Inc.
United Gas Improvement Co.
United Merchants and Manufacturer's Inc.
United States Gypsum Co.
U. S. National Bank of Oregon
U. S. Plywood-Champion Papers Inc.
United States Steel Corp.
Universal Foods Corp.
Universal Oil Products Co.
Upjohn Co.
Utah State Personnel Office
Valley National Bank of Arizona
R. T. Vanderbilt Co., Inc.
Vestal Laboratories
Victor Comptometer Corp.
Virginia Electric and Power Co.
Vitro Laboratories
Vulcan Materials Co.
WABCO--Construction Equipment Division
Wachovia Bank and Trust Company
Wadsworth Publishing Company, Inc.
Walgreen Company
Walker Manufacturing Company
Wallace Business Forms, Inc.
Warner-Lambert Pharmaceutical Company
Warwick Electronics Inc.
State of Washington--Department of Personnel
Washington Suburban Sanitary Commission
Jervis B. Webb Co.
Wells Fargo Bank
West Penn Power Company
West Point-Pepperell, Inc.
West Virginia State Road Commission (2)
Western Auto
Western Contracting Corporation
Western Gear Corporation
Western Geophysical Company of America
Western International Hotels Company

Western Microwave Laboratories, Inc.
Western Pennsylvania National Bank
Western Publishing Company, Inc.
Western and Southern Life Insurance Company
Westinghouse Broadcasting Co.
Wheeler Laboratories, Inc.
Wheeling Steel Corporation
Whirlpool Corporation
Whitman, Requardt and Associates
Wilcox Electric Company, Inc.
Williams and Company, Inc.
Wilson and Company, Inc.
Wisconsin Department of Transportation
Wisconsin State Bureau of Personnel
F. W. Woolworth Company
Worcester Telegram and Gazette, Inc.
Edward Wren Store
Wyeth Laboratories, Inc.
Wyoming State Highway Department
Xerox Corporation
Yeager, Ford, and Warren
Young Men's Christian Association (YMCA)
Young Women's Christian Association (YWCA)
Zale Corporation

Appendix C-1

CURRICULUM QUESTIONNAIRE--SPRING, 1969

Analysis of Results

The Curriculum Questionnaire was completed by 1,149 students on 25 April 1969. Of this total 61 answer sheets contained major errors, and the following analysis is based on the remaining 1,088.

The data were transferred to IBM cards through the computer facility on campus. The data analysis was completed at the Computer Center at NDSU under the direction of Professor Donald Peterson.

The data analysis consists of two parts. The first part, the item tabulation, is the totaling of all the choices for each item by the 1,088 respondents. The second part contains a number of cross-correlations among selected pairs of items that would be relevant for this study. Such an analysis might ask, "Is there any relationship between Grade Point Average (question 6) and attitude on number of hours required for graduation (question 127)?

If there was a significant relationship, a short explanation of the results is given in Part II by each comparison made. For example, in the cross-correlation cited above, there was a significant relationship. An examination of the original table of data showed that those with the lower GPA's wanted a considerable reduction in the number of hours required for graduation, while those with higher GPA's were more moderate.

If there was no significant relationship, the term NS is given by the comparison. This indicates that there was no significant difference in the categories of the index item (the one given before each group of comparisons) and the item with which it is being compared.

A total of 580 cross-correlations were made, with about one-half of them significant beyond the .01 level.

Part I: Item Tabulation

*1. My class status is
40 1. Freshman
27 2. Sophomore
22 3. Junior
11 4. Senior
**-- 5. Special student

2. My sex is
45 1. Male
55 2. Female

3. My age is
-- 1. 17 or less
25 2. 18
30 3. 19
26 4. 20
19 5. 21 or more

4. The size of my home community is
17 1. under 500
13 2. 500 to 1,000
35 3. 1,001 to 10,000
19 4. 10,001 to 50,000
7 5. 50,001 to 100,000
9 6. over 100,000

5. The size of my high school graduating class was
9 1. less than 25
18 2. 25 to 50
22 3. 51 to 100
15 4. 101 to 200
9 5. 201 to 300
8 6. 301 to 400
19 7. more than 400

6. To the best of my knowledge my present grade point average is (A=4, B=3, C=2, D=1)
13 1. 3.5 or above
27 2. 3.o to 3.49
29 3. 2.5 to 2.99
25 4. 2.0 to 2.49
5 5. 1.5 to 1.99
1 6. less than 1.5

7. My religious affiliation is
89 1. Lutheran
9 2. Other
2 3. No affiliation

* All numbers in this analysis indicate percent.
** The symbol (--) indicates less than one percent.

8. My major (or anticipated major) field of study is (indicate only one--if you have a double major, choose most preferred)

12 1. Art, music, or speech
20 2. Business administration or education
4 3. Classical or modern languages
9 4. English, philosophy, or religion
7 5. History or international relations
8 6. Home economics or physical education
21 7. Mathematics or natural sciences
15 8. Social sciences (economics, political science, psychology, sociology)
4 9. Undecided

9. My immediate plans after graduation will be to (MEN--assume the draft will end)

25 1. attend graduate, law, or medical school
4 2. attend the seminary
1 3. become a full-time housewife
42 4. enter the teaching profession
14 5. get a job in business or industry
14 6. I have other plans not listed above

10. My eventual vocational goal will be in the area of

14 1. business or industry
10 2. college or university teaching
1 3. farming
-- 4. military science
33 5. primary or secondary teaching
16 6. professional (medicine, law, engineering, etc.)
9 7. social services (social work, parish work, rehabilitation, etc.)
13 8. undecided
4 9. none of these

One or more people may have been influential in your decision to attend Concordia. Listed below are several sources of influence. For each one, indicate the amount of influence these people might have had in your decision to attend Concordia.

	NO INFLUENCE	LITTLE INFLUENCE	MODERATE INFLUENCE	STRONG INFLUENCE	VERY GREAT INFLUENCE
11. Parents	12	22	34	18	14
12. Other relatives	52	21	12	10	5
13. Teachers	46	26	18	7	3
14. Pastor	49	20	16	11	4
15. Friends	40	24	20	12	4
16. High School Counselor	60	18	14	6	2
17. Other Concordia students or alumni	33	16	21	19	11
18. Admissions Office Counselor and Mailings	29	25	28	13	5

One or more characteristics of the program at Concordia may have been influential in your decision to attend Concordia. Listed below are a number of characteristics. For each one, indicate the amount of influence it had on your decision to attend Concordia.

	NO INFLUENCE	LITTLE INFLUENCE	MODERATE INFLUENCE	STRONG INFLUENCE	VERY GREAT INFLUENCE
19. A good extra-curricular program (music, athletics, etc.)	27	21	24	15	13
20. A sound over-all academic program	4	6	27	46	17
21. A specific sound departmental program (for example, English, math, etc.)	19	20	25	22	14
22. Location	20	15	28	25	12
23. A church-related college	15	12	24	28	21
24. A small, liberal-arts college	6	9	25	40	20
25. Availability of scholarships	36	18	20	15	11
26. Tuition, when compared to other private colleges.	44	24	19	9	4

A college student may have one or more expectations concerning what education should achieve. Listed below are several expectations that might be important for a student now at Concordia. For each one, indicate the amount of importance that these goals have for you.

	NO INFLUENCE	LITTLE INFLUENCE	MODERATE INFLUENCE	STRONG INFLUENCE	VERY GREAT INFLUENCE
27. To obtain vocational competence	3	4	20	39	34
28. To deepen my religious convictions	13	22	32	24	9
29. To better understand myself	3	7	24	35	31
30. To better understand society and my role in it	2	6	23	38	31

	NO INFLUENCE	LITTLE INFLUENCE	MODERATE INFLUENCE	STRONG INFLUENCE	VERY GREAT INFLUENCE
31. To understand my own heritage (family, region, nation, etc.)	15	29	36	15	5
32. To satisfy my curiosity about certain disciplines	13	23	36	22	6
33. To stimulate me to further study on my own	5	12	33	34	16
34. To learn how to learn	5	12	29	33	21

A number of students have contemplated leaving Concordia, but decide to stay. Listed below are a number of reasons why students might decide to remain at Concordia. For each one, indicate how important these reasons are to you for staying here.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
35. Sound academic department	6	10	31	34	19
36. Friends	4	8	24	34	30
37. Parental Pressure	37	26	21	10	6
38. Vocational preparation	11	14	30	29	16
39. Losing credits by transferring	27	18	24	21	10
40. Enrolled--might as well stay	39	22	22	12	5

A number of "core" courses (English, Religion, a laboratory science, etc.) are presently required for graduation. Different students have different expectations concerning what these required courses should achieve. Listed below are several goals students might have. For each one, indicate how important these goals are to you for the requirement in English.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
41. To acquire skills	8	13	37	29	13
42. To be introduced to the subject	10	20	40	23	7
43. To apply principles to other areas	5	12	31	35	17
44. To help understand myself	18	23	27	21	11

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
45. To learn how to ask questions and how to think	7	13	30	30	20
46. To understand society	10	23	35	23	9
47. To help me in my chosen vocation	15	17	27	25	16

Indicate how important these goals are to you for the requirement in Religion.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
48. To acquire skills	27	32	28	10	3
49. To be introduced to the subject	7	12	38	31	12
50. To apply principles to other areas	8	13	27	32	20
51. To help understand myself	6	7	21	34	32
52. To learn how to ask questions and how to think	9	13	26	28	24
53. To understand society	7	10	29	34	20
54. To help me in my chosen vocation	24	24	28	14	10

Indicate how important these goals are to you for the requirement in a Laboratory Science. (NOTE--if you have not taken any courses in this area as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
55. To acquire skills	12	21	34	21	12
56. To be introduced to the subject	5	13	36	32	14
57. To apply principles to other areas	10	20	33	24	13
58. To help understand myself	22	29	27	15	7
59. To learn how to ask questions and how to think	13	21	28	25	13
60. To understand society	29	32	27	9	3

	NO IMPOR-TANCE	LITTLE IMPOR-TANCE	MODERATE IMPOR-TANCE	STRONG IMPOR-TANCE	VERY IMPOR-TANT
61. To help me in my chosen vocation	25	22	19	13	21

62. I have taken one or more courses in a Laboratory Science.
83 1. Yes
17 2. No

Indicate how important these goals are to you for the requirement in Mathematics or Philosophy. (NOTE--if you have not taken any courses in this area as yet, indicate how important you expect these goals to be.)

	NO IMPOR-TANCE	LITTLE IMPOR-TANCE	MODERATE IMPOR-TANCE	STRONG IMPOR-TANCE	VERY IMPOR-TANT
63. To acquire skills	7	16	34	28	15
64. To be introduced to the subject	5	13	40	29	13
65. To apply principles to other areas	4	12	31	33	20
66. To help understand myself	22	24	22	20	12
67. To learn how to ask questions and how to think	6	12	25	31	26
68. To understand society	22	26	25	19	8
69. To help me in my chosen vocation	15	17	29	23	16

70. Regarding this requirement for a course in Mathematics or Philosophy
40 1. I have taken at least one course in Mathematics only.
19 2. I have taken at least one course in Philosophy only.
12 3. I have taken at least one course in both Mathematics and Philosophy.
13 4. I intend to take at least one course in Mathematics only.
10 5. I intend to take at least one course in Philosophy only.
6 6. I intend to take at least one course in both Mathematics and Philosoph

Indicate how important these goals are to you for the requirement in the Social Sciences. (NOTE--if you have not taken any course in this area as yet, indicate how important you expect these goals to be.)

	NO IMPOR-TANCE	LITTLE IMPOR-TANCE	MODERATE IMPOR-TANCE	STRONG IMPOR-TANCE	VERY IMPOR-TANT
71. To acquire skills	13	26	39	15	7
72. To be introduced to the subject	2	11	42	33	12

	NO IMPOR-TANCE	LITTLE IMPOR-TANCE	MODERATE IMPOR-TANCE	STRONG IMPOR-TANCE	VERY IMPOR-TANT
73. To apply principles to other areas	3	10	31	39	17
74. To help understand myself	7	15	30	33	15
75. To learn how to ask questions and how to think	6	15	36	30	13
76. To understand society	2	4	18	38	38
77. To help me in my chosen vocation	10	17	26	25	22

78. I have taken one or more courses in a Social Science.
    78 1. Yes
    22 2. No

Indicate how important these goals are to you for the requirement in a Foreign Language. (NOTE--if you have not taken any courses in this area as yet, indicate how important you expect these goals to be.)

	NO IMPOR-TANCE	LITTLE IMPOR-TANCE	MODERATE IMPOR-TANCE	STRONG IMPOR-TANCE	VERY IMPOR-TANT
79. To acquire skills	8	13	27	29	23
80. To be introduced to the subject	7	14	32	30	17
81. To apply principles to other areas	22	30	29	12	7
82. To help understand myself	42	36	16	4	2
83. To learn how to ask questions and how to think	27	30	27	11	5
84. To understand society	27	27	24	14	8
85. To help me in my chosen vocation	31	24	18	13	14

86. I have taken one or more semesters of a Foreign Language.
    72 1. Yes
    28 2. No

87. Concerning the number of required courses necessary for graduation, I believe that
    1 1. there should be more required courses
    38 2. there should be fewer required courses
    51 3. the present number is all right--but there should be more alternatives to choose from
    10 4. the present number is all right

Earlier in the questionnaire you indicated your choice of major field of study. As with the required "core" courses, it is reasonable that different students have different expectations as to what the major field courses should achieve. Listed below are several goals that majors in any field might have. For each one, indicate how important these goals of students in their major courses are to you. (NOTE-- if you are undecided about your major, or if you have not taken any courses in your major field as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
88. To acquire skills	--	2	10	33	55
89. To apply principles to other areas	1	6	22	35	36
90. To help understand myself	5	12	34	28	21
91. To learn how to ask questions and how to think	2	5	22	36	35
92. To understand society	5	12	26	27	30
93. To help me in my chosen vocation	1	1	4	18	76

94. I feel that in my major department
   15 1. the number of hours required is too great
   72 2. the number of hours required is about right
   8 3. the number of hours required is too few
   5 4. I haven't decided on a major field as yet

Each student takes a number of "electives" which are in addition to required courses and the courses in his major department. Again, different students have different expectations concerning what these elective courses should achieve. Listed below are several goals students might have. For each one, indicate how important these goals of students in elective courses are to you.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
95. To acquire skills	4	14	39	28	15
96. To be introduced to the subject	1	4	26	40	29
97. To apply principles to other areas	2	8	34	38	18
98. To help understand myself	6	15	36	29	14
99. To learn how to ask questions and how to think	4	11	35	33	17

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
100. To understand society	5	13	35	33	14
101. To help me in my chosen vocation	4	12	35	29	20

102. Compared with the average Concordia student I feel that I am

13 1. quite a bit busier
30 2. somewhat busier
46 3. about as busy
9 4. somewhat less busy
2 5. much less busy

103. In which extra-curricular activities are you most involved or most interested?

25 1. athletics
21 2. music
6 3. publications
10 4. religious activities (gospel or response teams, Fargo Union Mission, etc.)
23 5. societies
4 6. speech and drama
6 7. student government
5 8. student productions

104. Do you feel that academic credit should be given for participation in extra-curricular activities?

22 1. Yes
34 2. Yes, but just for a few selected activities
44 3. No

A number of activities are related to the academic program of the College. Listed below are several of these activities. For each one indicate how important you believe it to be for the academic part of your college education.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
105. Faculty Lecture Series	8	22	47	18	5
106. Visiting Lecture Series	6	13	38	32	11
107. Faculty Recitals	27	29	30	11	3
108. Artist Series	13	17	30	26	14
109. Concordia Theater	7	13	34	32	14

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Attendance at the events listed above could be improved. If you had more time so you could take advantage of these events, how would your attendance be?

	ABOUT THE SAME	INCREASED SLIGHTLY	INCREASED MODERATELY	INCREASED GREATLY
110. Faculty Lecture Series	35	28	26	11
111. Visiting Lecture Series	23	23	29	25
112. Faculty Recitals	54	22	15	9
113. Artist Series	27	18	26	29
114. Concordia Theater	19	14	32	35

During your college attendance you have been exposed to a wide variety of teaching methods, approaches, grading systems, etc. Listed below are a number of characteristics present in the current college program. Indicate the amount of emphasis that you would like to see placed on each one.

	MUCH LESS EMPHASIS	SLIGHTLY LESS EMPHASIS	PRESENT EMPHASIS OK	SLIGHTLY MORE	MUCH MORE
115. Grades	38	40	22	--	--
116. TV Lectures	28	18	42	11	1
117. Class attendance	21	25	41	9	4
118. Off-campus experience (May Seminar, Work-Study, Washington Semester)	2	2	35	36	25
119. Independent Study	2	2	27	41	28
120. Pass-Fail Courses	1	1	20	40	38
121. Tri-College U. Participation	1	2	27	41	29
122. Interdepartmental courses	--	3	32	43	22
123. Lecture Method	10	26	45	13	6
124. Discussion or Seminar approach	2	5	29	37	27
125. Accelerated degree completion without summer school	6	10	46	28	10
126. Pressure to finish in four years	23	27	44	5	1

127. The number of hours required for graduation
6 1. should be reduced considerably
36 2. should be reduced slightly
56 3. is about right at present
2 4. should be increased slightly
-- 5. should be increased considerably

128. My general impression of the size of classes at Concordia is that
1 1. all of them are too large for efficient learning to take place
59 2. some of them are too large
38 3. all of them are about the right size
2 4. some of them are too small

129. "At the end of the senior year in college, I believe that a student should be required to pass some sort of a comprehensive examination over his major field of study."
36 1. strongly disagree
21 2. slightly disagree
15 3. neither agree nor disagree
20 4. slightly agree
8 5. strongly agree

130. "To make summer school more attractive, I believe there should be greater emphasis on
37 1. a broader spectrum of course offerings."
21 2. independent study programs."
16 3. off-campus studies (domestic and foreign travel programs)."
9 4. seminars and institutes."
17 5. social and cultural activities."

Part II--Cross-Correlations

As mentioned earlier, the significant relationships are accompanied by a short explanation showing why a comparison resulted in significance. It must be emphasized that the statements are generalizations, and are based on average values. For example, in the comparison cited earlier, the generalization was that those with lower GPA's wanted a considerable reduction in the number of hours required for graduation, while higher GPA's were more moderate. The original table is reproduced below to show that this is a generalization.

		GRADUATION HOURS				
		REDUCE CONSIDERABLY	REDUCE SLIGHTLY	ABOUT RIGHT	INCREASE SLIGHTLY	INCREASE CONSIDERABLY
GPA	3.5 or above	3	40	92	7	1
	3.0 to 3.49	11	110	166	9	0
	2.5 to 2.99	13	93	200	5	1
	2.0 to 2.49	21	117	134	1	0
	1.5 to 1.99	15	28	15	0	0
	below 1.5	0	3	2	1	0

As can be seen, the generalization given above is correct, but the data are certainly not unanimous. This caution must be exercised in evaluating the statements given with the comparisons below.

A. Index item 1--Class Status

1. My class status is
    1. Freshman
    2. Sophomore
    3. Junior
    4. Senior
    5. Special student

is correlated with:

A college student may have one or more expectations concerning what education should achieve. Listed below are several expectations that might be important for a student now at Concordia. For each one, indicate the amount of importance that these goals have for you.

	NO INFLUENCE	LITTLE INFLUENCE	MODERATE INFLUENCE	STRONG INFLUENCE	VERY GREAT INFLUENCE
27. To obtain vocational competence	NS				
28. To deepen my religious convictions	Freshmen felt that this goal was a stronger influence, while upper classes felt less strongly.				
29. To better understand myself	NS				
30. To better understand society and my role in it	NS				
31. To understand my own heritage (family, region, nation, etc.)	NS				
32. To satisfy my curiosity about certain disciplines	Seniors felt this goal more strongly than Freshmen, with the other classes in between.				
33. To stimulate me to further study on my own	Same as above				
34. To learn how to learn	NS				

A number of "core" courses (English, Religion, a laboratory science, etc.) are presently required for graduation. Different students have different expectations concerning what these required courses should achieve. Listed below are several goals students might have. For each one, indicate how important these goals are to you for the requirement in English.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
41. To acquire skills	NS				
42. To be introduced to the subject	NS				
43. To apply principles to other areas	NS				
44. To help understand myself	NS				

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
45. To learn how to ask questions and how to think	NS				
46. To understand society	NS				
47. To help me in my chosen vocation	NS				

Indicate how important these goals are to you for the requirement in Religion.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
48. To acquire skills	NS				
49. To be introduced to the subject	NS				
50. To apply principles to other areas	NS				
51. To help understand myself	NS				
52. To learn how to ask questions and how to think	NS				
53. To understand society	NS				
54. To help me in my chosen vocation	NS				

Indicate how important these goals are to you for the requirement in a Laboratory Science. (NOTE--if you have not taken any courses in this area as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
55. To acquire skills	NS				
56. To be introduced to the subject	NS				
57. To apply principles to other areas	NS				
58. To help understand myself	NS				
59. To learn how to ask questions and how to think	NS				
60. To understand society	NS				

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
61. To help me in my chosen vocation	NS				

Indicate how important these goals are to you for the requirement in Mathematics or Philosophy. (NOTE--if you have not taken any courses in this area as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTAHCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
63. To acquire skills	NS				
64. To be introduced to the subject	NS				
65. To apply principles to other areas	NS				
66. To help understand myself	NS				
67. To learn how to ask questions and how to think	NS				
68. To understand society	NS				
69. To help me in my chosen vocation.	NS				

Indicate how important these goals are to you for the requirement in the Social Sciences. (NOTE--if you have not taken any course in this area as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
71. To acquire skills	NS				
72. To be introduced to the subject	Juniors and Seniors felt this goal more important than Freshmen and Sophomores				

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
73. To apply principles to other areas	NS				
74. To help understand myself	NS				
75. To learn how to ask questions and how to think	NS				
76. To understand society	NS				
77. To help me in my chosen vocation	NS				

Indicate how important these goals are to you for the requirement in a Foreign Language. (NOTE--if you have not taken any courses in this area as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
79. To acquire skills	NS				
80. To be introduced to the subject	NS				
81. To apply principles to other areas	NS				
82. To help understand myself	NS				
83. To learn how to ask questions and how to think	NS				
84. To understand society	NS				
85. To help me in my chosen vocation	NS				

87. Concerning the number of required courses necessary for graduation, I believe that
    1. there should be more required courses
    2. there should be fewer required courses
NS 3. the present number is all right--but there should be more alternatives to choose from
    4. the present number is all right

Earlier in the questionnaire you indicated your choice of major field of study. As with the required "core" courses, it is reasonable that different students have different expectations as to what the major field courses should achieve. Listed below are several goals that majors in any field might have. For each one, indicate how important these goals of students in their major courses are to you. (NOTE--if you are undecided about your major, or if you have not taken any courses in your major field as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
88. To acquire skills	NS				
89. To apply principles to other areas	NS				
90. To help understand myself	NS				
91. To learn how to ask questions and how to think	NS				
92. To understand society	NS				
93. To help me in my chosen vocation	NS				

94. I feel that in my major department
    1. the number of hours required is too great
    2. the number of hours required is about right
    3. the number of hours required is too few
    4. I haven't decided on a major field as yet

A significant number of Freshmen haven't decided on a major field as yet!

Each student takes a number of "electives" which are in addition to required courses and the courses in his major department. Again, different students have different expectations concerning what these elective courses should achieve. Listed below are several goals students might have. For each one, indicate how important these goals of students in elective courses are to you.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
95. To acquire skills	NS				
96. To be introduced to the subject	A significant number of Freshmen felt this goal less important.				
97. To apply principles to other areas	NS				
98. To help understand myself	NS				
99. To learn how to ask questions and how to think	NS				

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
100. To understand society	NS				
101. To help me in my chosen vocation	NS				

102. Compared with the average Concordia student I feel that I am
1. quite a bit busier
2. somewhat busier
3. about as busy
4. somewhat less busy
5. much less busy

A significant number of Seniors felt less busy than average.

103. In which extra-curricular activities are you most involved or most interested?
1. athletics
2. music
3. publications
NS 4. religious activities (gospel or response teams, Fargo Union Mission,etc.)
5. societies
6. speech and drama
7. student government
8. student productions

104. Do you feel that academic credit should be given for participation in extra-curricular activities?
1. Yes
NS 2. Yes, but just for a few selected activities
3. No

A number of activities are related to the academic program of the College. Listed below are several of these activities. For each one indicate how important you believe it to be for the academic part of your college education.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
105. Faculty Lecture Series	Significant number of Freshmen felt this of little or no importance.				
106. Visiting Lecture Series	NS				
107. Faculty Recitals	NS				
108. Artist Series	NS				
109. Concordia Theater	NS				

During your college attendance you have been exposed to a wide variety of teaching methods, approaches, grading systems, etc. Listed below are a number of characteristics present in the current college program. Indicate the amount of emphasis that you would like to see placed on each one.

	MUCH LESS EMPHASIS	SLIGHTLY LESS EMPHASIS	PRESENT EMPHASIS OK	SLIGHTLY MORE	MUCH MORE
115. Grades	NS				
116. TV Lectures	Significant number of Sophomores wanted less emphasis than did the other classes.				
117. Class attendance	NS				
118. Off-campus experience (May Seminar, Work-Study, Washington Semester)	NS				
119. Independent Study	Significant number of upper-classmen wanted more emphasis.				
120. Pass-Fail Courses	NS				
121. Tri-College U. participation	Significant number of upper-classmen wanted more emphasis.				
122. Interdepartmental courses	Same as above.				
123. Lecture Method	Significant number of Seniors wanted less emphasis while greater number of others said present emphasis okay.				
124. Discussion or Seminar approach	Juniors and Seniors wanted more emphasis.				
125. Accelerated degree completion without summer school	Significant number of Freshmen wanted greater emphasis while each succeeding class is less interested.				
126. Pressure to finish in four years	NS				

127. The number of hours required for graduation
    1. should be reduced considerably
    2. should be reduced slightly
NS 3. is about right at present
    4. should be increased slightly
    5. should be increased considerably

Freshmen about divided evenly between choices 2 and 3 while each succeeding class tends more strongly towards choice 2.

128. My general impression of the size of classes at Concordia is that
    1. all of them are too large for efficient learning to take place
    2. some of them are too large
    3. all of them are about the right size
    4. some of them are too small

Freshmen about divided evenly between choices 2 and 3 while each succeeding class tends more stringly towards choice 2.

129. "At the end of the senior year in college, I believe that a student should be required to pass some sort of a comprehensive examination over his major field of study."
    1. strongly disagree
    2. slightly disagree
NS 3. neither agree nor disagree
    4. slightly agree
    5. strongly agree

130. "To make summer school more attractive, I believe there should be greater emphasis on
    1. a broader spectrum of course offerings."
    2. independent study programs."
    3. off-campus studies (domestic and foreign travel programs)."
    4. seminars and institutes."
    5. social and cultural activities."

Significant number of Freshmen interested in social and cultural activities while Seniors more interested in independent study programs.

B. Index item 2--Sex

2. My sex is
    1. Male
    2. Female

is correlated with:

A college student may have one or more expectations concerning what education should achieve. Listed below are several expectations that might be important for a student now at Concordia. For each one, indicate the amount of importance that these goals have for you.

NO INFLUENCE | LITTLE INFLUENCE | MODERATE INFLUENCE | STRONG INFLUENCE | VERY GREAT INFLUENCE

27. To obtain vocational competence	Women felt more strongly about importance of this goal.
28. To deepen my religious convictions	Men felt less strongly.
29. To better understand myself.	Women felt more strongly.
30. To better understand society and my role in it	Women felt more strongly.
31. To understand my own heritage (family, region, nation, etc.)	Men felt very little importance; women a little more interested, but not strongly.
32. To satisfy my curiosity about certain disciplines	NS
33. To stimulate me to further study on my own	Women felt moderate influence, while men were more extreme--either no influence or very great influence.
34. To learn how to learn	Men felt less strongly.

A number of "core" courses (English, Religion, a laboratory science, etc.) are presently required for graduation. Different students have different expectations concerning what these required courses should achieve. Listed below are several goals students might have. For each one, indicate how important these goals are to you for the requirement in English.

NO IMPORTANCE | LITTLE IMPORTANCE | MODERATE IMPORTANCE | STRONG IMPORTANCE | VERY IMPORTANT

41. To acquire skills	Less important to men.
42. To be introduced to the subject	Less important to men.
43. To apply principles to other areas	Less important to men.
44. To help understand myself	Less important to men.

NO IMPORTANCE | LITTLE IMPORTANCE | MODERATE IMPORTANCE | STRONG IMPORTANCE | VERY IMPORTANT

45. To learn how to ask questions and how to think	Less important to men.
46. To understand society	Less important to men.
47. To help me in my chosen vocation.	Less important to men.

Indicate how important these goals are to you for the requirement in Religion.

NO IMPORTANCE | LITTLE IMPORTANCE | MODERATE IMPORTANCE | STRONG IMPORTANCE | VERY IMPORTANT

48. To acquire skills	Women felt more important--neither very strongly.
49. To be introduced to the subject	Women felt more important--neither very strongly.
50. To apply principles to other areas	Women felt more strongly.
51. To help understand myself	Women felt more strongly.
52. To learn how to ask questions and how to think	Women felt more strongly.
53. To understand society	Women felt more strongly.
54. To help me in my chosen vocation	Women felt more important--neither very strongly.

Indicate how important these goals are to you for the requirement in a Laboratory Science. (NOTE--if you have not taken any courses in this area as yet, indicate how important you expect these goals to be.)

NO IMPORTANCE | LITTLE IMPORTANCE | MODERATE IMPORTANCE | STRONG IMPORTANCE | VERY IMPORTANT

55. To acquire skills	NS
56. To be introduced to the subject	Women felt more strongly.
57. To apply principles to other areas	NS
58. To help understand myself	Women felt more important.
59. To learn how to ask questions and how to think	Women felt more important.
60. To understand society	Men felt goal was of little or no importance, while women felt a little more strongly.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
61. To help me in my chosen vocation	Women felt goal of little or no importance, while men divided between no importance or great importance.				

Indicate how important these goals are to you for the requirement in Mathematics or Philosophy. (NOTE--if you have not taken any courses in this area as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
63. To acquire skills	NS				
64. To be introduced to the subject	Significant number of women felt importance.				
65. To apply principles to other areas	NS				
66. To help understand myself	NS				
67. To learn how to ask questions and how to think	NS				
68. To understand society	More women felt importance.				
69. To help me in my chosen vocation	More men felt importance.				

Indicate how important these goals are to you for the requirement in the Social Sciences. (NOTE--if you have not taken any courses in this area as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
71. To acquire skills	NS				
72. To be introduced to the subject	More women felt importance.				

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NO IMPORTANCE | LITTLE IMPORTANCE | MODERATE IMPORTANCE | STRONG IMPORTANCE | VERY IMPORTANT

73. To apply principles to other areas	More women felt importance.
74. To help understand myself	More women felt importance.
75. To learn how to ask questions and how to think	NS
76. To understand society	Both felt strongly, but women more so.
77. To help me in my chosen vocation	NS

Indicate how important these goals are to you for the requirement in a Foreign Language. (NOTE--if you have not taken any courses in this area as yet, indicate how important you *expect* these goals to be.)

NO IMPORTANCE | LITTLE IMPORTANCE | MODERATE IMPORTANCE | STRONG IMPORTANCE | VERY IMPORTANT

79. To acquire skills	Women felt more important.
80. To be introduced to the subject	Women felt more important.
81. To apply principles to other areas	Significant number of men felt goal of little or no importance.
82. To help understand myself	Significant number of men felt goal of little or no importance.
83. To learn how to ask questions and how to think	Women felt of moderate importance, while men felt little or no importance.
84. To understand society	Significant number of men felt goal of no importance while women were more moderate.
85. To help me in my chosen vocation	Significant number of women felt it was an important goal.

87. Concerning the number of required courses necessary for graduation, I believe that
    1. there should be more required courses
    2. there should be fewer required courses
    3. the present number is all right--but there should be more alternatives to choose from
    4. the present number is all right

    Both divided between wanting fewer required courses and present number all right--but women wanted more alternatives to choose from.

Earlier in the questionnaire you indicated your choice of major field of study. As with the required "core" courses, it is reasonable that different students have different expectations as to what the major field courses should achieve. Listed below are several goals that majors in any field might have. For each one, indicate how important these goals of students in their major courses are to you. (NOTE--if you are undecided about your major, or if you have not taken any courses in your major field as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
88. To acquire skills	Both felt goal important, but women more so.				
89. To apply principles to other areas	Same as above.				
90. To help understand myself	Same as above.				
91. To learn how to ask questions and how to think	Same as above.				
92. To understand society	Same as above.				
93. To help me in my chosen vocation	Same as above.				

94. I feel that in my major department
    1. the number of hours required is too great
    2. the number of hours required is about right
    3. the number of hours required is too few
    4. I haven't decided on a major field as yet

    Significant number of women felt hours required was too great.

Each student takes a number of "electives" which are in addition to required courses and the courses in his major department. Again, different students have different expectations concerning what these elective courses should achieve. Listed below are several goals students might have. For each one, indicate how important these goals of students in elective courses are to you.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
95. To acquire skills	Significant number of women felt goal of stronger importance than men.				
96. To be introduced to the subject	Same as above.				
97. To apply principles to other areas	Same as above.				
98. To help understand myself	Same as above.				
99. To learn how to ask questions and how to think	Same as above.				

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
100. To understand society	Same as above.				
101. To help me in my chosen vocation	Same as above.				

102. Compared with the average Concordia student I feel that I am
    1. quite a bit busier
    2. somewhat busier
    3. about as busy
    4. somewhat less busy
    5. much less busy
    Both felt busier but significant number of women said they were "about as busy."

103. In which extra-curricular activities are you most involved or most interested?
    1. athletics
    2. music
    3. publications
    4. religious activities (gospel or response teams, Fargo Union Mission, etc.)
    5. societies
    6. speech and drama
    7. student government
    8. student productions
    Significantly greater number of men most interested in athletics, while women more interested in music, societies, speech and drama, and student productions.

104. Do you feel that academic credit should be given for participation in extra curricular activities?
    1. Yes
NS 2. Yes, but jest for a few selected activities
    3. No

A number of activities are related to the academic program of the College. Listed below are several of these activities. For each one indicate how important you believe it to be for the academic part of your college education.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
105. Faculty Lecture Series	Significant number of women felt of more importance.				
106. Visiting Lecture Series	Same as above.				
107. Faculty Recitals	Same as above.				
108. Artist Series	Same as above.				
109. Concordia Theater	Same as above.				

During your college attendance you have been exposed to a wide variety of teachers methods, approaches, grading systems, etc. Listed below are a number of characteristics present in the current college program. Indicate the amount of emphasis that you would like to see placed on each one.

	MUCH LESS EMPHASIS	SLIGHTLY LESS EMPHASIS	PRESENT EMPHASIS OK	SLIGHTLY MORE	MUCH MORE
115. Grades	Significant number of women wanted less emphasis.				
116. TV Lectures	NS				
117. Class attendance	NS				
118. Off-campus experience (May Seminar, Work-Study, Washington Semester)	Significant number of women wanted more emphasis.				
119. Independent Study	NS				
120. Pass-Fail Courses	Women wanted much greater emphasis.				
121. Tri-College U. participation	Women wanted much greater emphasis.				
122. Interdepartmental courses	Women wanted much greater emphasis.				
123. Lecture Method	NS				
124. Discussion or Seminar approach	NS				
125. Accelerated degree completion without summer school	NS				
126. Pressure to finish in four years	NS				

127. The number of hours required for graduation
    1. should be reduced considerably
    2. should be reduced slightly
    3. is about right at present
    4. should be increased slightly
    5. should be increased considerably

    More women felt hours all right, while more men felt should be reduced slightly.

128. My general impression of the size of classes at Concordia is that
    1. all of them are too large for efficient learning to take place
    NS 2. some of them are too large
    3. all of them are about the right size
    4. some of them are too small

129. "At the end of the senior year in college, I believe that a student should be required to pass some sort of a comprehensive examination over his major field of study."
    1. strongly disagree
    2. slightly disagree
    NS 3. neither agree nor disagree
    4. slightly agree
    5. strongly agree

130. "To make summer school more attractive, I believe there should be greater emphasis on
    1. a broader spectrum of course offerings."
    2. independent study programs."
    NS 3. off-campus studies (domestic and foreign travel programs)."
    4. seminars and institutes."
    5. social and cultural activities."

C. Index item 5--Size of High School Class

5. The size of my high school graduating class was
    1. less than 25
    2. 25 to 50
    3. 51 to 100
    4. 101 to 200
    5. 201 to 300
    6. 301 to 400
    7. more than 400

is correlated with:

A college student may have one or more expectations concerning what education should achieve. Listed below are several expectations that might be important for a student now at Concordia. For each one, indicate the amount of importance that these goals have for you.

	NO INFLUENCE	LITTLE INFLUENCE	MODERATE INFLUENCE	STRONG INFLUENCE	VERY GREAT INFLUENCE
27. To obtain vocational competence		NS			
28. To deepen my religious convictions		As size of H. S. graduating class increased, influence of this goal decreased.			
29. To better understand myself		NS			
30. To better understand society and my role in it		NS			
31. To understand my own heritage (family, region, nation, etc.)		NS			
32. To satisfy my curiosity about certain disciplines		NS			
33. To stimulate me to further study on my own		NS			
34. To learn how to learn		NS			

A number of "core" courses (English, Religion, a laboratory science, etc.) are presently required for graduation. Different students have different expectations concerning what these **required** courses should achieve. Listed below are several goals students might have. For each one, indicate how important these goals are to you for the requirement in English.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
41. To acquire skills	NS				
42. To be introduced to the subject	NS				
43. To apply principles to other areas	NS				
44. To help understand myself	NS				

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
45. To learn how to ask questions and how to think	NS				
46. To understand society	NS				
47. To help me in my chosen vocation	NS				

Indicate how important these goals are to you for the requirement in Religion.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
48. To acquire skills	NS				
49. To be introduced to the subject	NS				
50. To apply principles to other areas	NS				
51. To help understand myself	NS				
52. To learn how to ask questions and how to think	All thought goal important, but significant number of those from over 400 in class thought goal less important.				
53. To understand society	NS				
54. To help me in my chosen vocation	NS				

Indicate how important these goals are to you for the requirement in a Laboratory Science. (NOTE--if you have not taken any courses in this area as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
55. To acquire skills	NS				
56. To be introduced to the subject	NS				
57. To apply principles to other areas	NS				
58. To help understand myself	NS				
59. To learn how to ask questions and how to think	NS				
60. To understand society	NS				

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
61. To help me in my chosen vocation	NS				

Indicate how important these are to you for the requirement in Mathematics or Philosophy. (NOTE--if you have not taken any courses in these areas as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
63. To acquire skills	NS				
64. To be introduced to the subject	NS				
65. To apply principles to other areas	NS				
66. To help understand myself	NS				
67. To learn how to ask questions and how to think	NS				
68. To understand society	NS				
69. To help me in my chosen vocation	NS				

Indicate how important these goals are to you for the requirement in the Social Sciences. (NOTE--if you have not taken any course in this area as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
71. To acquire skills	NS				
72. To be introduced to the subject	NS				

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	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
73. To apply principles to other areas	NS				
74. To help understand myself	NS				
75. To learn how to ask questions and how to think	NS				
76. To understand society	NS				
77. To help me in my chosen vocation	NS				

Indicate how important these goals are to you for the requirement in a Foreign Language. (NOTE--if you have not taken any courses in this area as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
79. To acquire skills	NS				
80. To be introduced to the subject	NS				
81. To apply principles to other areas	NS				
82. To help understand myself	NS				
83. To learn how to ask questions and how to think	NS				
84. To understand society	NS				
85. To help me in my chosen vocation	NS				

87. Concerning the number of required courses necessary for graduation, I believe that
    1. there should be more required courses
    2. there should be fewer required courses
NS 3. the present number is all right--but there should be more alternatives to choose from
    4. the present number is all right

Earlier in the questionnaire you indicated your choice of major field of study. As with the required "core" courses, it is reasonable that different students have different expectations as to what the major field courses should achieve. Listed below are several goals that majors in any field might have. For each one, indicate how important these goals of students in their major courses are to you. (NOTE--if you are undecided about your major, or if you have not taken any courses in your major field as yet, indicate how important you expect these goals to be.)

	NO IMPOR- TANCE	LITTLE IMPOR- TANCE	MODERATE IMPOR- TANCE	STRONG IMPOR- TANCE	VERY IMPOR- TANT
88. To acquire skills	NS				
89. To apply principles to other areas	NS				
90. To help understand myself	NS				
91. To learn how to ask questions and how to think	NS				
92. To understand society	NS				
93. To help me in my chosen vocation	NS				

94. I feel that in my major department
    1. the number of hours required is too great
NS 2. the number of hours required is about right
    3. the number of hours required is too few
    4. I haven't decided on a major field as yet

Each student takes a number of "electives" which are in addition to required courses and the courses in his major department. Again, different students have different expectations concerning what these electives should achieve. Listed below are several goals students might have. For each one, indicate how important these goals of students in elective courses are to you.

	NO IMPOR- TANCE	LITTLE IMPOR- TANCE	MODERATE IMPOR- TANCE	STRONG IMPOR- TANCE	VERY IMPOR- TANT
95. To acquire skills	NS				
96. To be introduced to the subject	NS				
97. To apply principles to other areas	NS				
98. To help understand myself	NS				
99. To learn how to ask questions and how to think	NS				

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
100. To understand society	NS				
101. To help me in my chosen vocation	NS				

102. Compared with the average Concordia student I feel that I am

1. quite a bit busier
2. somewhat busier

NS 3. about as busy

4. somewhat less busy
5. much less busy

103. In which extra-curricular activities are you most involved or most interested?

1. athletics
2. music
3. publications

NS 4. religious activities (gospel or response teams, Forgo Union Mission,etc.)

5. societies
6. speech and drama
7. student government
8. student productions

104. Do you feel that academic credit should be given for participation in extra-curricular activities?

1. Yes

NS 2. Yes, but just for a few selected activities

3. No

A number of activities are related to the academic program of the College. Listed below are several of these activities. For each one, indicate how important you believe it to be for the academic part of your college education.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
105. Faculty Lecture Series	NS				
106. Visiting Lecture Series	NS				
107. Faculty Recitals	NS				
108. Artist Series	NS				
109. Concordia Theater	NS				

During your college attendance you have been exposed to a wide variety of teaching methods, approaches, grading systems, etc. Listed below are a number of characteristics present in the current college program. Indicate the amount of emphasis that you would like to see placed on each one.

	MUCH LESS EMPHASIS	SLIGHTLY LESS EMPHASIS	PRESENT EMPHASIS OK	SLIGHTLY MORE	MUCH MORE
115. Grades	NS				
116. TV Lectures	NS				
117. Class attendance	Those from over 400 in class wanted considerably less emphasis on class attendance.				
118. Off-campus experience (May Seminar, Work-Study, Washington Semester)	NS				
119. Independent Study	NS				
120. Pass-Fail Courses	NS				
121. Tri-College U. participation	NS				
122. Interdepartmental courses	NS				
123. Lecture Method	NS				
124. Discussion or Seminar approach	NS				
125. Accelerated degree completion without summer school	NS				
126. Pressure to finish in four years	NS				

127. The number of hours required for graduation
   1. should be reduced considerably
   2. should be reduced slightly
   NS 3. is about right at present
   4. should be increased slightly
   5. should be increased considerably

128. My general impression of the size of classes at Concordia is that
   1. all of them are too large for efficient learning to take place
   NS 2. some of them are too large
   3. all of them are about the right size
   4. some of them are too small

129. "At the end of the senior year in college, I believe that a student should be required to pass some sort of a comprehensive examination over his major field of study."
   1. strongly disagree
   2. slightly disagree
   NS 3. neither agree nor disagree
   4. slightly agree
   5. strongly agree

130. "To make summer school more attractive, I believe there should be greater emphasis on
   1. a broader spectrum of course offerings.
   2. independent study programs."
   NS 3. off-campus studies (domestic and foreign travel programs)."
   4. seminars and institutes."
   5. social and cultural activities."

D. Index item 6--Grade Point Average

6. To the best of my knowledge my present grade point average is (A=4, B=3, C=2, D=1)
   1. 3.5 or above
   2. 3.0 to 3.49
   3. 2.5 to 2.99
   4. 2.0 to 2.49
   5. 1.5 to 1.99
   6. less than 1.5

is correlated with:

A college student may have one or more expectations concerning what education should achieve. Listed below are several expectations that might be important for a student now at Concordia. For each one, indicate the amount of importance that these goals have for you.

	NO INFLUENCE	LITTLE INFLUENCE	MODERATE INFLUENCE	STRONG INFLUENCE	VERY GREAT INFLUENCE
27. To obtain vocational competence	All felt goal important but higher GPA's even more so.				
28. To deepen my religious convictions	NS				
29. To better understand myself	NS				
30. To better understand society and my role in it	NS				
31. To understand my own heritage (family, region, nation, etc.)	As GPA increased, greater number felt goal was more important.				
32. To satisfy my curiosity about certain disciplines	Same as above.				
33. To stimulate me to further study on my own	NS				
34. To learn how to learn	NS				

A number of "core" courses (English, Religion, a laboratory science, etc.) are presently required for graduation. Different students have different expectations concerning what these required courses should achieve. Listed below are several goals students might have. For each one, indicate how important these goals are to you for the requirement in English.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
41. To acquire skills	As GPA decreased, goal became less important.				
42. To be introduced to the subject	NS				
43. To apply principles to other areas	As GPA increased, goal became more important.				
44. To help understand myself	Same as above.				

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
45. To learn how to ask questions and how to think	NS				
46. To understand society	NS				
47. To help me in my chosen vocation	NS				

Indicate how important these goals are to you for the requirement in Religion.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
48. To acquire skills	NS				
49. To be introduced to the subject	NS				
50. To apply principles to other areas	NS				
51. To help understand myself	NS				
52. To learn how to ask questions and how to think	NS				
53. To understand society	All thought goal important, but higher GPA's even more so.				
54. To help me in my chosen vocation	NS				

Indicate how important these goals are to you for the requirement in a Laboratory Science. (NOTE--if you have not taken any courses in this area as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
55. To acquire skills	NS				
56. To be introduced to the subject	NS				
57. To apply principles to other areas	NS				
58. To help understand myself	NS				
59. To learn how to ask questions and how to think	NS				
60. To understand society	NS				

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
61. To help me in my chosen vocation	NS				

Indicate how important these goals are to you for the requirement in Mathematics or Philosophy. (NOTE--if you have not taken any courses in this area as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
63. To acquire skills	NS				
64. To be introduced to the subject	NS				
65. To apply principles to other areas	NS				
66. To help understand myself	NS				
67. To learn how to ask questions and how to think	NS				
68. To understand society	NS				
69. To help me in my chosen vocation	NS				

Indicate how important these goals are to you for the requirement in the Social Sciences. (NOTE--if you have not taken any courses in this area as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
71. To acquire skills	NS				
72. To be introduced to the subject	NS				

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
73. To apply principles to other areas	NS				
74. To help understand myself	NS				
75. To learn how to ask questions and how to think	NS				
76. To understand society	NS				
77. To help me in my chosen vocation	NS				

Indicate how important these goals are to you for the requirement in a Foreign Language. (NOTE--if you have not taken any courses in this area as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
79. To acquire skills	Lower GPA's felt goal of less importance.				
80. To be introduced to the subject	NS				
81. To apply principles to other areas	NS				
82. To help understand myself	NS				
83. To learn how to ask questions and how to think	NS				
84. To understand society	Highest GPA (over 3.5) felt goal more important.				
85. To help me in my chosen vocation	Same as above.				

87. Concerning the number of required courses necessary for graduation, I believe that
    1. there should be more required courses
    NS 2. there should be fewer required courses
    3. the present number is all right--but there should be more alternatives to choose from
    4. the present number is all right

Earlier in the questionnaire you indicated your choice of major field of study. As with the required "core" courses, it is reasonable that different students have different expectations as to what the major field courses should achieve. Listed below are several goals that majors in any field might have. For each one, indicate how important these goals of students in their major courses are to you. (NOTE--if you are undecided about your major, or if you have not taken any courses in your major field as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
88. To acquire skills	NS				
89. To apply principles to other areas	NS				
90. To help understand myself	NS				
91. To learn how to ask questions and how to think	NS				
92. To understand society	NS				
93. To help me in my chosen vocation	NS				

94. I feel that in my major department
   1. the number of hours required is too great
NS 2. the number of hours required is about right
   3. the number of hours required is too few
   4. I haven't decided on a major field as yet

Each student takes a number of "electives" which are in addition to required courses and the courses in his major department. Again, different students have different expectations concerning what these elective courses should achieve. Listed below are several goals students might have. For each one, indicate how important these goals of students in elective courses are to you.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
95. To acquire skills	NS				
96. To be introduced to the subject	All feel important but higher GPA's more so.				
97. To apply principles to other areas	Same as above.				
98. To help understand myself	Higher GPA's feel goal of greater importance				
99. To learn how to ask questions and how to think	NS				

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	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
100. To understand society	Higher GPA's feel goal of greater importance.				
101. To help me in my chosen vocation	NS				

102. Compared with the average Concordia student I feel that I am
   1. quite a bit busier
   2. somewhat busier
   3. about as busy
   4. somewhat less busy
   5. much less busy

   Highest GPA's (above 3.5) are quite a bit or somewhat busier than rest. Lowest GPA's are least busy.

103. In which extra-curricular activities are you most involved or most interested?
   1. athletics
   2. music
   3. publications
   4. religious activities (gospel or response teams, Fargo Union Mission, etc.)
   5. societies
   6. speech and drama
   7. student government
   8. student productions

   Higher GPA's (2.5 and above) are most interested in music and societies, while lower GPA's most interested in athletics. However, athletics is second most popular for higher GPA's.

104. Do you feel that academic credit should be given for participation in extra-curricular activities?
   1. Yes
   NS 2. Yes, but just for a few selected activities
   3. No

A number of activities are related to the academic program of the College. Listed below are several of these activities. For each one indicate how important you believe it to be for the academic part of your college education.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
105. Faculty Lecture Series	NS				
106. Visitnng Lecture Series	NS				
107. Faculty Recitals	NS				
108. Artist Series	NS				
109. Concordia Theater	NS				

During your college attendance you have been exposed to a wide variety of teaching methods, approaches, grading systems, etc. Listed below are a number of characteristics present in the current college program. Indicate the amount of emphasis that you would like to see placed on each one.

	MUCH LESS EMPHASIS	SLIGHTLY LESS EMPHASIS	PRESENT EMPHASIS OK	SLIGHTLY MORE	MUCH MORE
115. Grades		NS			
116. TV Lectures		NS			
117. Class attendance		NS			
118. Off-campus experience (May Seminar, Work-Study, Washington Semester)		NS			
119. Independent Study		NS			
120. Pass-Fail Courses		NS			
121. Tri-College U. participation		NS			
122. Interdepartmental courses		As GPA increased, more emphasis wanted.			
123. Lecture Method		Higher GPA's wanted less emphasis.			
124. Discussion or Seminar approach		As GPA increased, more emphasis wanted.			
125. Accelerated degree completion without summer school		NS			
126. Pressure to finish in four years		Lower GPA's (below 2.0) wanted much less emphasis. Higher GPA's tended towards present emphasis.			

127. The number of hours required for graduation
    1. should be reduced considerably
    2. should be reduced slightly
    3. is about right at present
    4. should be increased slightly
    5. should be increased considerably

Lower GPA's wanted considerable reduction, while higher GPA's were more moderate.

128. My general impression of the size of classes at Concordia is that
    1. all of them are too large for efficient learning to take place
    NS 2. some of them are too large
    3. all of them are about the right size
    4. some of them are too small

129. "At the end of the senior year in college, I believe that a student should be required to pass some sort of a comprehensive examination over his major field of study."
    1. strongly disagree
    2. slightly disagree
    3. neither agree nor disagree
    4. slightly agree
    5. strongly agree

The lower the GPA, the greater the disagreement.

130. "To make summer school more attractive, I believe there should be greater emphasis on
    1. a broader spectrum of course offerings."
    2. independent study programs."
    3. off-campus studies (domestic and foreign travel programs)."
    4. seminars and institutes."
    5. social and cultural activities."

All more interested in greater spectrum of offerings, but higher GPA's interested in seminars and institutes as well.

E. Index item 8--Major Field

8. My major (or anticipated major) field of study is (indicate only one--if you have a double major, choose most preferred)
    1. Art, music, or speech
    2. Business administration or education
    3. Classical or modern languages
    4. English, philosophy, or religion
    5. History or international relations
    6. Home economics or physical education
    7. Mathematics or natural sciences
    8. Social sciences (economics, political science, psychology, sociology)
    9. Undecided

is correlated with:

A college student may have one or more expectations concerning what education should achieve. Listed below are several expectations that might be important for a student now at Concordia. For each one, indicate the amount of importance that these goals have for you.

	NO INFLUENCE	LITTLE INFLUENCE	MODERATE INFLUENCE	STRONG INFLUENCE	VERY GREAT INFLUENCE
27. To obtain vocational competence	NS				
28. To deepen my religious convictions	Significant number of Business Ad. or Ed. felt goal more important, while number of Math and Nat. Science felt goal had little or no influence.				
29. To better understand myself	NS				
30. To better understand society and my role in it	NS				
31. To understand my own heritage (family, region, nation, etc.)	History or Int. Rel. felt strongly about goal, while significant number of Soc. Science felt it had little or no influence				
32. To satisfy my curiosity about certain disciplines	Business Ad. or Ed. and Home Ec. and Phys. Ed. felt little or no importance.				
33. To stimulate me to further study on my own.	Eng, Phil. or Rel. and Math and Nat. Sci. felt strong influence.				
34. To learn how to learn	NS				

A number of "core" courses (English, Religion, a laboratory science, etc.) are presently required for graduation. Different students have different expectations concerning what these required courses should achieve. Listed below are several goals students might have. For each one, indicate how important these goals are to you for the requirement in English.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
41. To acquire skills	Eng, Phil. or Rel. felt goal important.				
42. To be introduced to the subject	Same as above.				
43. To apply principles to other areas	All felt importance, but Eng, Phil. or Rel. more so.				
44. To help understand myself	Significant number or Eng, Phil. or Rel. felt goal more important, while significa number of History and Int. Rel. and Math and Nat. Sci. felt little or no importanc				

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NO IMPORTANCE | LITTLE IMPORTANCE | MODERATE IMPORTANCE | STRONG IMPORTANCE | VERY IMPORTANT

45. To learn how to ask questions and how to think	All thought important, but Art, Music and Speech; Eng, Phil, and Rel; Hist, Int. Rel; Math or Nat. Sci. more so.
46. To understand society	Classical or Modern Lang; Eng, Phil, Rel felt most importance; Math, Nat. Sci. felt of lesser importance.
47. To help me in my chosen vocation	Bus. Ad., Ed; Eng, Phil, Rel. felt most importance; Math, Nat. Sci. felt lesser importance.

Indicate how important these goals are to you for the requirement in Religion.

NO IMPORTANCE | LITTLE IMPORTANCE | MODERATE IMPORTANCE | STRONG IMPORTANCE | VERY IMPORTANT

48. To acquire skills	Significant number of Hist, Int. Rel; Math, Nat. Sci; Soc. Sci. felt goal of lesser importance.
49. To be introduced to the subject	NS
50. To apply principles to other areas	Art, Music, Speech; Bus. Ad, Ed; Eng, Phil, Rel; Hist, Int. Rel. felt goal more importan
51. To help understand myself	Eng, Phil, Rel; Hist, Int. Rel. felt more strongly.
52. To learn how to ask questions and how to think	Eng, Phil, Rel. felt more strongly; Math, Nat. Sci. felt goal of lesser importance.
53. To understand society	NS
54. To help me in my chosen vocation	Eng, Phil, Rel. felt strongly; Home Ec, Phys. Ed; Math, Nat. Sci; Soc. Sci. felt lesser impor

Indicate how important these goals are to you for the requirement in a Laboratory Science. (NOTE--if you have not taken any courses in this area as yet, indicate how important you expect these goals to be.)

NO IMPORTANCE | LITTLE IMPORTANCE | MODERATE IMPORTANCE | STRONG IMPORTANCE | VERY IMPORTANT

55. To acquire skills	Math, Nat. Sci. felt strongly.
56. To be introduced to the subject	Same as above including Bus. Ad, Ed. and Classical or Modern Language.
57. To apply principles to other areas	Home Ec, Phys Ed; Math, Nat Sci; felt strongly Class, Mod. Lang. felt lesser importance.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
58. To help understand myself	NS				
59. To learn how to ask questions and how to think	Math, Nat.Sci. felt goal more important.				
60. To understand society	NS				
61. To help me in my chosen vocation	Math,Nat Sci. felt most important;Art,Musi Speech;Class,Mod.Lang;Hist,Int.Rel. felt little importance.				

Indicate how important these goals are to you for the requirement in Mathematics or Philosophy. (NOTE--if you have not taken any courses in this area as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
63. To acquire skills	Bus.Ed, Ad.;Math,Nat.Sci. felt very important.				
64. To be introduced to the subject	NS				
65. To apply principles to other areas	Eng,Phil,Rel;Hist,Int.Rel;Math,Nat.Sci. felt more important.				
66. To help understand myself	Eng,Phil,Rel.felt goal important;Bus.Ad.E Math,Nat.Sci. felt of little importance.				
67. To learn how to ask questions and how to think	Most thought goal important, but Eng,Phil, Rel;Hist,Int.Rel. even more so.				
68. To understand society	Art,Music,Speech;Hist,Int.Rel.felt goal important;Math,Nat.Sci.felt it of lesser importance.				
69. To help me in my chosen vocation	Bus.Ad,Ed;Math,Nat.Sci.felt more importan Art,Music,Speech;Class,Mod.Lang.felt less importance.				

Indicate how important these goals are to you for the requirement in the Social Sciences. (NOTE--if you have not taken any courses in this area as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
71. To acquire skills	Hist,Int.Rel;Soc.Sci.felt goal of greater importance;Art,Music,Speech;Math,Nat.Sci. felt goal of lesser importance.				
72. To be introduced to the subject	NS				

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	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
73. To apply principles to other areas	All felt important but Eng,Phil,Rel;Hist, Int. Rel;Soc.Sci more so.				
74. To help understand myself	NS				
75. To learn how to ask questions and how to think	Soc.Sci. felt goal very important.				
76. To understand society	All felt important, but Hist,Int.Rel. and Soc.Sci. more so.				
77. To help me in my chosen vocation	Hist,Int.Rel;Soc.Sci. felt very important while Math,Nat.Sci. felt little importance				

Indicate how important these goals are to you for the requirement in a Foreign Language. (NOTE--if you have not taken any courses in this area as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
79. To acquire skills	Bus.Ad,Ed;Class.,Mod.Lang.felt very important.Soc.Sci.felt of lesser importance.				
80. To be introduced to the subject	Class,Mod.Lang. felt very important.				
81. To apply principles to other areas	Class,Mod.Lang.felt very important,while Home Ec,Phy.Ed;Math,Nat.Sci;Soc.Sci.found it of little importance.				
82. To help understand myself	All thought it of little importance,but Home Ec,Phy.Ed;Math,Nat.Sci;Soc.Sci.even more so.				
83. To learn how to ask questions and how to think	Class,Mod.Lang. felt it important.				
84. To understand society	Class,Mod.Lang.felt it very important.				
85. To help me in my chosen vocation	Class,Mod.Lang.felt it very important, while Bus.Ad,Ed;Home Ec,Phy.Ed;Math,Nat.Sci;Soc.Sci. felt little importance.				

87. Concerning the number of required courses necessary for graduation, I believe that
1. there should be more required courses
2. there should be fewer required courses
NS 3. the present number is all right--but there should be more alternatives to choose from
4. the present number is all right

Earlier in the questionnaire you indicated your choice of major field of study. As with the required "core" courses, it is reasonable that different students have different expectations as to what the major field courses should achieve. Listed below are several goals that majors in any field might have. For each one, indicate how important these goals of students in their major courses are to you. (NOTE--if you are undecided about your major, or if you have not taken any courses in your major field as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
88. To acquire skills	All thought important,but Art,Music,Speech more so.				
89. To apply principles to other areas	NS				
90. To help understand myself	All thought important,but Eng,Phil,Rel;Soc Sci. more so;Math,Nat.Sci. felt lesser importance.				
91. To learn how to ask questions and how to think	NS				
92. To understand society	All thought important,but Soc.Sci.much more so;Math,Nat.Sci.felt lesser importanc				
93. To help me in my chosen vocation	NS				

94. I feel that in my major department
    1. the number of hours required is too great
    2. the number of hours required is about right
    3. the number of hours required is too few
    4. I haven't decided on a major field as yet
    The undecided haven't decided!

Each student takes a number of "electives" which are in addition to required courses and the courses in his major department. Again, different students have different expectations concerning what these elective courses should achieve. Listed below are several goals students might have. For each one, indicate how important these goals of students in elective courses are to you.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
95. To acquire skills	NS				
96. To be introduced to the subject	NS				
97. To apply principles to other areas	NS				
98. To help understand myself	NS				
99. To learn how to ask questions and how to think	All felt important, but Class,Mod.Lang; Eng,Phil,Rel. even more so.				

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
100. To understand society	NS				
101. To help me in my chosen vocation	NS				

102. Compared with the average Concordia student I feel that I am
   1. quite a bit busier
   2. somewhat busier
   3. about as busy
   4. somewhat less busy
   5. much less busy

   Majority felt busier than average, but Art,Music,Speech;Eng,Phil,Rel;Home Ec, Phy. Ed;Math,Nat.Sci. felt even busier.

103. In which extra-curricular activities are you most involved or most interested?
   1. athletics
   2. music
   3. publications
   4. religious activities (gospel or response teams, Fargo Union Mission, etc.)
   5. societies
   6. speech and drama
   7. student government
   8. student productions

   Virtually all major fields match corresponding interests.

104. Do you feel that academic credit should be given for participation in extra-curricular activities?
   1. Yes
   NS 2. Yes, but just for a few selected activities
   3. No

A number of activities are related to the academic program of the College. Listed below are several of these activities. For each one indicate how important you believe it to be for the academic part of your college education.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
105. Faculty Lecture Series	NS				
106. Visiting Lecture Series	NS				
107. Faculty Recitals	Art,Music,Speech felt very important.				
108. Artist Series	Same as above, including Class,Mod.Lang.				
109. Concordia Theater	Art,Music,Speech;Eng,Phil,Rel. felt more important.				

During your college attendance you have been exposed to a wide variety of teaching methods, approaches, grading systems, etc. Listed below are a number of characteristics present in the current college program. Indicate the amount of emphasis that you would like to see placed on each one.

	MUCH LESS EMPHASIS	SLIGHTLY LESS EMPHASIS	PRESENT EMPHASIS OK	SLIGHTLY MORE	MUCH MORE
115. Grades		NS			
116. TV Lectures		NS			
117. Class attendance		NS			
118. **Off**-campus experience (May Seminar, Work-Study, Washington Semester)		NS			
119. Independent Study		All felt more emphasis, but Eng,Phil,Rel; Hist,Int.Rel;Soc.Sci. even more so.			
120. Pass-Fail Courses		NS			
121. Tri-College U. participation		NS			
122. Interdepartmental Courses		All wanted greater emphasis, but Class,Mc Lang;Eng,Phil,Rel.even more so.			
123. Lecture Method		NS			
124. Discussion or Seminar approach		All wanted more emphasis, but Eng,Phil,Re Hist,Int.Rel;Soc.Sci. even more so.			
125. Accelerated degree completion without summer school		NS			
126. Pressure to finish in four years		All wanted less emphasis but Art,Music, Speech;Home Ec,Phy.Ed;Soc.Sci. more so.			

127. The number of hours required for graduation
    1. should be reduced considerably
    2. should be reduced slightly
    3. is about right at present
    4. should be increased slightly
    5. should be increased considerably

    Social Science wanted reduction more strongly, while Bus. Ad. or Ed. more satisfied with present.

128. My general impression of the size of classes at Concordia is that
    1. all of them are too large for efficient learning to take place
    2. some of them are too large
    3. all of them are about the right size
    4. some of them are too small

    Most felt some classes too large, but classical or Mod. Language, Eng,Phil, and Religion even more so.

129. "At the end of the senior year in college, I believe that a student should be required to pass some sort of a comprehensive examination over his major field of study."
    1. strongly disagree
    2. slightly disagree
    NS 3. neither agree nor disagree
    4. slightly agree
    5. strongly agree

130. "To make summer school more attractive, I believe there should be greater emphasis on
    1. a broader spectrum of course offerings."
    2. independent study programs."
    3. off-campus studies (domestic and foreign travel programs)."
    4. seminars and institutes."
    5. social and cultural activities."

    More Math, Nat. Science wanted broader spectrum, while Soc. Science interested more in independent study programs.

F. Index item 9--Immediate Plans after Graduation

9. My immediate plans after graduation will be to (MEN--assume the draft will end)
    1. attend graduate, law, or medical school
    2. attend the seminary
    3. become a full-time housewife
    4. enter the teaching profession
    5. get a job in business or industry
    6. I have other plans not listed above

is correlated with:

A college student may have one or more expectations concerning what education should achieve. Listed below are several expectations that might be important for a student now at Concordia. For each one, indicate the amount of importance that these goals have for you.

	NO INFLUENCE	LITTLE INFLUENCE	MODERATE INFLUENCE	STRONG INFLUENCE	VERY GREAT INFLUENCE

27. To obtain vocational competence	Significant number of teachers feel goal important.
28. To deepen my religious convictions	Significant number of seminary and teacher felt goal important, while grad,law or med felt of lesser importance.
29. To better understand myself	All felt goal important but teachers and other plans more so.
30. To better understand society and my role in it	NS
31. To understand my own heritage (family, region, nation, etc.)	Bus. or industry felt goal of little importance, but teachers more moderate.
32. To satisfy my curiosity about certain disciplines	Grad, law or med. felt goal very importan
33. To stimulate me to **further study** on my own	Same as above, including seminary.
34. To learn how to learn	All felt goal important, but grad,law or med;seminary;Bus.and indust. even more so

A number of "core" courses (English, Religion, a laboratory science, etc.) are presently required for graduation. Different students have different expectations concerning what these required courses should achieve. Listed below are several goals students might have. For each one, indicate how important these goals are to you for the requirement in English.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT

41. To acquire skills	NS
42. To be introduced to the subject	Significant number of teachers felt goal of moderate importance.
43. To apply principles to other areas	All felt goal important but grad,law or m seminary even more so. Bus. and in. less
44. To help understand myself	NS

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
45. To learn how to ask questions and how to think	NS				
46. To understand society	NS				
47. To help me in my chosen vocation	Teachers felt this goal most important.				

Indicate how important these goals are to you for the requirement in Religion.

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
48. To acquire skills	All felt this goal of lesser importance but grad, law, med; Bus. and ind. even lesser				
49. To be introduced to the subject	NS				
50. To apply principles to other areas	All felt important but seminary and teachers even more so.				
51. To help understand myself	Same as above.				
52. To learn how to ask questions and how to think	All felt important but grad, law, med; seminary; teachers even more so.				
53. To understand society	All felt important, but seminary more so.				
54. To help me in my chosen vocation	Seminary felt goal most important.				

Indicate how important these goals are to you for the requirement in a Laboratory Science. (NOTE--if you have not taken any courses in this area as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
55. To acquire skills	Grad, law, med. felt goal most important.				
56. To be introduced to the subject	All felt important, but grad, law, med; teachers even more so.				
57. To apply principles to other areas	NS				
58. To help understand myself	NS				
59. To learn how to ask questions and how to think	NS				
60. To understand society	NS				

<table>
<tr><th></th><th>NO IMPORTANCE</th><th>LITTLE IMPORTANCE</th><th>MODERATE IMPORTANCE</th><th>STRONG IMPORTANCE</th><th>VERY IMPORTANT</th></tr>
<tr><td>61. To help me in my chosen vocation</td><td colspan="5">Grad,law or med. felt goal most important.</td></tr>
</table>

Indicate how important these goals are to you for the requirement in Mathematics or Philosophy. (NOTE--if you have not taken any courses in these areas as yet, indicate how important you expect these goals to be.)

<table>
<tr><th></th><th>NO IMPORTANCE</th><th>LITTLE IMPORTANCE</th><th>MODERATE IMPORTANCE</th><th>STRONG IMPORTANCE</th><th>VERY IMPORTANT</th></tr>
<tr><td>63. To acquire skills</td><td colspan="5">NS</td></tr>
<tr><td>64. To be introduced to the subject</td><td colspan="5">Grad,law,med. felt goal very important,and teachers felt moderate or strong importance</td></tr>
<tr><td>65. To apply principles to other areas</td><td colspan="5">All felt goal important but grad,law,med; seminary;other plans even more so.</td></tr>
<tr><td>66. To help understand myself</td><td colspan="5">Seminary felt goal of strong importance, while grad,law,med;Bus,indust. much lesser importance.</td></tr>
<tr><td>67. To learn how to ask questions and how to think</td><td colspan="5">NS</td></tr>
<tr><td>68. To understand society</td><td colspan="5">Those with other plans felt goal important seminary felt it of moderate importance; rest of little importance.</td></tr>
<tr><td>69. To help me in my chosen vocation</td><td colspan="5">NS</td></tr>
</table>

Indicate how important these goals are to you for the requirement in the Social Sciences. (NOTE--if you have not taken any course in this area as yet, indicate how important you expect these goals to be.)

<table>
<tr><th></th><th>NO IMPORTANCE</th><th>LITTLE IMPORTANCE</th><th>MODERATE IMPORTANCE</th><th>STRONG IMPORTANCE</th><th>VERY IMPORTANT</th></tr>
<tr><td>71. To acquire skills</td><td colspan="5">NS</td></tr>
<tr><td>72. To be introduced to the subject</td><td colspan="5">NS</td></tr>
</table>

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	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
73. To apply principles to other areas	NS				
74. To help understand myself	NS				
75. To learn how to ask questions and how to think	NS				
76. To understand society	NS				
77. To help me in my chosen vocation	Seminary felt goal very important, while grad, law, med; Bus, Indust. felt it of lesser importance.				

Indicate how important these goals are to you for the requirement in a Foreign Language. (NOTE--if you have not taken any courses in this area as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
79. To acquire skills	Teachers felt goal very important, while Bus, Indust. felt it of lesser importance.				
80. To be introduced to the subject	Teachers felt this goal more important.				
81. To apply principles to other areas	NS				
82. To help understand myself	All felt goal of little importance, but teachers were less emphatic.				
83. To learn how to ask questions and how to think	NS				
84. To understand society	All felt goal of lesser importance, but teachers were more moderate.				
85. To help me in my chosen vocation	Grad, law, med; teachers felt goal more important.				

87. Concerning the number of required courses necessary for graduation, I believe that
1. there should be more required courses
2. there should be fewer required courses
NS 3. the present number is all right--but there should be more alternatives to choose from
4. the present number is all right.

Earlier in the questionnaire you indicated your choice of major field of study. As with the required "core" courses, it is reasonable that different students have different expectations as to what the major field courses should achieve. Listed below are several goals that majors in any field might have. For each one, indicate how important these goals of students in their major courses are to you. (NOTE--if you are undecided about your major, or if you have not taken any courses i your major field as yet, indicate how important you expect these goals to be.)

NO IMPORTANCE | LITTLE IMPORTANCE | MODERATE IMPORTANCE | STRONG IMPORTANCE | VERY IMPORTANT

88. To acquire skills — All felt goal very important but teachers more so.

89. To apply principles to other areas — NS

90. To help understand myself — NS

91. To learn how to ask questions and how to think — NS

92. To understand society — NS

93. To help me in my chosen vocation — All felt goal very important, but teachers even more so.

94. I feel that in my major department
    1. the number of hours required is too great
    2. the number of hours required is about right
    3. the number of hours required is too few
    4. I haven't decided on a major field as yet

    Significant number of grad, law, med; Bus, Indust. felt number of hours about right, while a few more teachers felt number of hours too great.

Each student takes a number of "electives" which are in addition to required course and the courses in his major department. Again, different students have different expectations concerning what these elective courses should achieve. Listed below are several goals students might have. For each one, indicate how important these goals of students in elective courses are to you.

NO IMPORTANCE | LITTLE IMPORTANCE | MODERATE IMPORTANCE | STRONG IMPORTANCE | VERY IMPORTANT

95. To acquire skills — All felt goal important, but teachers more so.

96. To be introduced to the subject — NS

97. To apply principles to other areas — All felt goal important but grad, law, med; teachers even more so.

142 98. To help understand myself — Teachers felt goal more important.

99. To learn how to ask questions — NS

Appendix C-1-

	NO IMPOR- TANCE	LITTLE IMPOR- TANCE	MODERATE IMPOR- TANCE	STRONG IMPOR- TANCE	VERY IMPOR- TANT
100. To understand society	NS				
101. To help me in my chosen vocation	Seminary and teachers felt goal more important.				

102. Compared with the average Concordia student I feel that I am
   1. quite a bit busier
   2. somewhat busier
   3. about as busy
   4. somewhat less busy
   5. much less busy

   Significant number of grad,law,med;seminary felt busier than average.

103. In which extra-curricular activities are you most involved or most interested?
   1. athletics
   2. music
   3. publications
   4. religious activities (gospel or response teams, Fargo Union Mission, etc.)
   5. societies
   6. speech and drama
   7. student government
   8. student productions

   Grad law,med most interested in athletics;seminary in religious activities; teachers in music,societies and athletics; Bus,and Industry in societies and athletics.

104. Do you feel that academic credit should be given for participation in extra-curriuular activities?
   1. Yes
   NS 2. Yes, but just for a few selected activities
   3. No

A number of activities are related to the academic program of the College. Listed below are several of these activities. For each one indicate how important you believe it to be for the academic part of your college education.

	NO IMPOR- TANCE	LITTLE IMPOR- TANCE	MODERATE IMPOR- TANCE	STRONG IMPOR- TANCE	VERY IMPOR- TANT
105. Faculty Lecture Series	NS				
106. Visiting Lecture Series	Seminary felt greater importance;teachers stressed moderate importance.				
107. Faculty Recitals	Significant number of grad,law,med;semina felt of lesser importance.				
108. Artist Series	Teachers felt stronger importance, while grad,law,med. felt lesser importance.				
109. Concordia Theater	Seminary;teachers felt stronger importanc				

During your college attendance you have been exposed to a wide variety of teaching methods, approaches, grading systems, etc. Listed below are a number of characteristics present in the current college program. Indicate the amount of emphasis that you would like to see placed on each one.

	MUCH LESS EMPHASIS	SLIGHTLY LESS EMPHASIS	PRESENT EMPHASIS OK	SLIGHTLY MORE	MUCH MORE
115. Grades		NS			
116. TV Lectures		NS			
117. Class attendance		NS			
118. Off-campus experience (May Seminar, Work-Study, Washington Semester)		NS			
119. Independent Study		All wanted more emphasis but grad,law, med;seminary even more so.			
120. Pass-Fail Courses		NS			
121. Tri-College U. participation		NS			
122. Interdepartmental courses		All wanted more emphasis, but grad,law, med;seminary;other plans more so.			
123. Lecture Method		NS			
124. Discussion or Seminar approach		All wanted more emphasis, but seminary much more;with grad,law,med. wanting more, but not quite as strong.			
125. Accelerated degree completion without summer school		NS			
126. Pressure to finish in four years		NS			

127. The number of hours required for graduation
    1. should be reduced considerably
    2. should be reduced slightly
NS 3. is about right at present
    4. should be increased slightly
    5. should be increased considerably

128. My general impression of the size of classes at Concordia is that
    1. all of them are too large for efficient learning to take place
NS 2. some of them are too large.
    3. all of them are about the right size
    4. some of them are too small

129. "At the end of the senior year in college, I believe that a student should be required to pass some sort of a comprehensive examination over his major field of study."
    1. strongly disagree
    2. slightly disagree
NS 3. neither agree nor disagree
    4. slightly agree
    5. strongly agree

130. "To make summer school more attractive, I believe there should be greater emphasis on
    1. a broader spectrum of course offerings."
    2. independent study programs."
    3. off-campus studies (domestic and foreign travel programs)."
    4. seminars and institutes."
    5. social and cultural activities."

All wanted broader spectrum as first choice, but seminary thought independent study programs and seminars and institutes just about as important.

G. Index item 7--Religious Affiliation

7. My religious affiliation is
    1. Lutheran
    2. Other
    3. No affiliation

is correlated with:

Indicate how important these goals are to you for the requirement in Religion.

	NO IMPOR-TANCE	LITTLE IMPOR-TANCE	MODERATE IMPOR-TANCE	STRONG IMPOR-TANCE	VERY IMPOR-TANT
48. To acquire skills	Other and no affiliation felt goal of lesser importance.				
49. To be introduced to the subject	NS				
50. To apply principles to other areas	Other and no affiliation felt goal of lesser importance.				
51. To help understand myself	Same as above.				
52. To learn how to ask questions and how to think	Same as above.				
53. To understand society	Same as above.				
54. To help me in my chosen vocation.	Same as above.				

H. Index item 62--Laboratory Science requirement

62. I have taken one or more courses in a Laboratory Science.
1. Yes
2. No

is correlated with:

Indicate how important these goals are to you for the requirement in a Laboratory Science. (NOTE--if you have not taken any courses in this area as yet, indicate how important you expect these goals to be.)

	NO IMPOR-TANCE	LITTLE IMPOR-TANCE	MODERATE IMPOR-TANCE	STRONG IMPOR-TANCE	VERY IMPOR-TANT
55. To acquire skills	NS				
56. To be introduced to the subject	Those who had taken one or more courses felt goal more important				
57. To apply principles to other areas	NS				
58. To help understand myself	Those who had taken one or more courses felt goal more important.				
59. To learn how to ask questions and how to think	NS				
[illegible] understand society	NS				
[illegible]	Those who had taken one or more courses [illegible] goal much more important.				

14C

I. Index item 70--Math or Philosophy Requirement

70. Regarding this requirement for a course in Mathematics or Philosophy
   1. I have taken at least one course in Mathematics only.
   2. I have taken at least one course in Philosophy only.
   3. I have taken at least one course in both Mathematics and Philosophy.
   4. I intend to take at least one course in Mathematics only.
   5. I intend to take at least one course in Philosophy only.
   6. I intend to take at least one course in both Mathematics and Philosop

is correlated with:

Indicate how important these goals are to you for the requirement in Mathematics or Philosophy. (NOTE--if you have not taken any courses in these areas as yet, indicate how important you expect these goals to be.)

NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT

63. To acquire skills	Those taking at least one course in math felt goal important.
64. To be introduced to the subject	NS
65. To apply principles to other areas	Those taking at least one in Math or one in philosophy felt goal more important.
66. To help understand myself	Those taking at least one in math or planning to take one in math felt this goal of lesser importance.
67. To learn how to ask questions and how to think	Those taking at least one or planning to take one in philosophy felt goal more important.
68. To understand society	Same as above.
69. To help me in my chosen field	Those taking at least one in math felt goal more important.

J. Index item 78--Social Science requirement.

78. I have taken one or more courses in a Social Science.
   1. Yes
   2. No

is correlated with:

Indicate how important these goals are to you for the requirement in the Social Sciences. (NOTE--if you have not taken any course in this area as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
71. To acquire skills	NS				
72. To be introduced to the subject	NS				
73. To apply principles to other areas	NS				
74. To help understand myself	NS				
75. To learn how to ask questions and how to think	NS				
76. To understand society	Those taking one or more courses in Social Science felt goal more important.				
77. To help me in my chosen vocation	Same as above.				

K. Index item 86--Foreign Language requirement

86. I have taken one or more semesters of a Foreign Language.
    1. Yes
    2. No

is correlated with:

Indicate how important these goals are to you for the requirement in a Foreign Language. (NOTE--if you have not taken any courses in this area as yet, indicate how important you expect these goals to be.)

	NO IMPORTANCE	LITTLE IMPORTANCE	MODERATE IMPORTANCE	STRONG IMPORTANCE	VERY IMPORTANT
79. To acquire skills	NS				
80. To be introduced to the subject	NS				
81. To apply principles to other areas	Most felt goal of lesser importance, but those taking one or more semesters of Foreign Language felt goal more important.				
82. To help understand myself	NS				
83. To learn how to ask questions and how to think	NS				
84. To understand society	NS				
85. To help me in my chosen vocation	More of those who already have taken a Foreign Language felt goal more important				

APPENDIX: C-2

[EXCERPTS FROM]

ANALYSES OF LIBRARY DATA
FOR MINNESOTA HIGHER EDUCATION INSTITUTIONS
1966 - 68

Prepared by

THE **MINNESOTA** HIGHER EDUCATION COORDINATING COMMISSION

March 1969

Appendix C-2-66

TABLE 6

FOUR-YEAR COLLEGES

1966 FALL ENROLLMENT (PART-TIME AND FULL-TIME)			1967 FALL ENROLLMENT (PART-TIME AND FULL-TIME)	
INSTITUTION	ENROLLMENT	RANK	INSTITUTION	ENROLLMENT
Mankato	9,264	1	Mankato	11,348
St. Cloud	6,906	2	St. Cloud	8,609
Moorhead	3,701	3	University of Minn., Duluth	4,919
Bemidji	3,552	4	Bemidji	4,554
Winona	3,119	5	Moorhead	4,286
St. Olaf	2,459	6	Winona	3,583
Concordia (Moorhead)	2,235	7	St. Olaf	2,536
St. Thomas	2,105	8	Concordia, (Moorhead)	2,335
Macalester	1,865	9	St. Thomas	2,230
Augsburg	1,695	10	Macalester	1,821
St. John's	1,480	11	Gustavus Adolphus	1,782
St. Catherine	1,421	12	Augsburg	1,754
Carleton	1,368	13	St. John's	1,476
St. Teresa	1,350	14	St. Catherine	1,384
Hamline	1,197	15	Carleton	1,376
Gustavus Adolphus	1,163	16	St. Teresa	1,341
Bethel (College and Seminary)	1,148	17	Hamline	1,244
St. Mary's (Winona)	1,083	18	University of Minn., Morris	1,107
Concordia (St. Paul)	723	19	St. Mary's (Winona)	1,090
St. Scholastica	566	20	Bethel (College)	1,027
Dr. Martin Luther	559	21	Concordia, St. Paul	739
St. Benedict	547	22	Lea	616
North Central Bible	409	23	Dr. Martin Luther	592
St. Paul Bible	375	24	St. Scholastica	583
Mpls. School of Art	362	25	St. Benedict	573
Minn. Bible College	132	26	Southwest	509
Southwest	00	27	North Central Bible	409
		28	St. Paul Bible	405
		29	Mpls. School of Art	380
		30	Minn. Bible College	132

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TABLE 7

FOUR-YEAR COLLEGES

TOTAL NUMBER OF VOLUMES HELD AT END OF 1966-67 YEAR			TOTAL NUMBER OF VOLUMES HELD AT END OF 1967-68 YEAR	
INSTITUTION	VOLUMES	RANK	INSTITUTION	VOLUMES
Carleton	222,313	1	Carleton	232,730
St. Olaf	204,614	2	St. Olaf	216,711
Mankato	188,253	3	Mankato	212,659
St. Cloud	165,195	4	St. Cloud	209,820
St. John's	162,575	5	St. John's	175,775
Macalester	151,126	6	Macalester	166,835
St. Catherine's	149,124	7	St. Catherine's	148,024
St. Thomas	120,305	8	St. Thomas	128,403
University of Minn., Duluth	111,369	9	University of Minn., Duluth	117,581
Gustavus Adolphus	104,677	10	Gustavus Adolphus	115,822
Comcordia (Moorhead)	102,525	11	Concordia (Moorhead)	111,638
Hamline	101,695	12	Hamline	108,619
St. Teresa	90,466	13	Moorhead	104,354
Moorhead	84,419	14	St. Teresa	96,993
Winona	75,032	15	Bemidji	83,544
St. Mary's (Winona)	73,756	16	St. Mary's (Winona)	82,794
Bemidji	73,211	17	Winona	81,964
Augsburg	65,712	18	Augsburg	77,226
St. Benedict	60,521	19	St. Scholastica	64,476
St. Scholastica	60,458	20	St. Benedict	63,673
Concordia (St. Paul)	54,575	21	Bethel (College)	55,118
Bethel (College & Sem.)	50,701	22	Concordia (St. Paul)	54,271
University of Minn., Morris	31,089	23	University of Minn., Morris	37,530
Mpls. School of Art	28,113	24	Mpls. School of Art	33,563
St. Paul Bible	22,504	25	Southwest	25,282
Dr. Martin Luther	18,528	26	St. Paul Bible	23,918
North Central Bible	15,262	27	Dr. Martin Luther	19,321
Minn. Bible College	12,225	28	North Central Bible	16,718
Southwest	10,000	29	Minn. Bible College	13,396
		30	Lea	5,000

Appendix C-2-68

TABLE 8

FOUR-YEAR COLLEGES

LIBRARY EXPENDITURES FOR BOOKS, PERIODICALS AND BINDING (1966-67)			LIBRARY EXPENDITURES FOR BOOKS, PERIODICALS AND BINDING (1967-68)	
INSTITUTION	DOLLARS	RANK	INSTITUTION	DOLLARS
St. Cloud	$ 154,367	1	St. Cloud	$ 333,968
Mankato	142,186	2	Mankato	287,864
Macalester	110,971	3	Moorhead	262,929
Bemidji	77,985	4	Bemidji	163,987
Carleton	76,609	5	Southwest	158,700
Moorhead	75,542	6	Macalester	118,649
Southwest	65,000	7	Winona	115,232
St. John's	63,575	8	Gustavus Adolphus	81,810
St. Olaf	60,467	9	Univ. of Minn., Duluth	80,116
Gustavus Adolphus	59,898	10	Carleton	75,651
St. Catherine	58,442	11	St. John's	70,084
Concordia (Moorhead)	56,103	12	Concordia (Moorhead)	68,769
St. Thomas	55,618	13	St. Catherine	62,928
Winona	51,105	14	St. Olaf	60,805
Augsburg	42,184	15	Hamline	55,850
St. Teresa	39,398	16	St. Thomas	54,989
Hamline	38,922	17	St. Teresa	47,159
St. Mary's (Winona)	33,644	18	Augsburg	42,539
Bethel College and Seminary	30,489	19	Univ. of Minn., Morris	39,668
Concordia (St. Paul)	26,544	20	Bethel College	34,760
St. Scholastica	17,532	21	St. Mary's (Winona)	33,643
St. Benedict	16,957	22	Concordia (St. Paul)	25,231
Mpls. School of Art	12,507	23	Lea	19,000
St. Paul Bible	7,100	24	St. Scholastica	17,375
Dr. Martin Luther	4,200	25	Mpls. School of Art	16,084
Minn. Bible College	2,870	26	St. Benedict	16,073
North Central Bible	1,037	27	St. Paul Bible	8,899
		28	Dr. Martin Luther	6,521
		29	Minnesota Bible College	4,221
		30	North Central Bible	3,764

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TABLE 9

FOUR-YEAR COLLEGES

TOTAL LIBRARY EXPENDITURES (1966-67)			TOTAL LIBRARY EXPENDITURES (1967-68)	
INSTITUTION	DOLLARS	RANK	INSTITUTION	DOLLARS
St. Cloud	$ 370,596	1	St. Cloud	616,777
Mankato	354,486	2	Mankato	578,228
Macalester	238,005	3	Moorhead	382,797
Moorhead	178,756	4	Bemidji	309,636
St. Thomas	177,005	5	Macalester	292,161
Bemidji	173,253	6	Univ. Of Minn., Duluth	232,449
St. John's	160,611	7	Winona	231,088
Carleton	158,314	8	Southwest	223,133
Southwest	156,000	9	St. Catherine	179,501
Winona	148,324	10	Gustavus Adolphus	179,101
St. Catherine	145,996	11	Carleton	159,681
St. Olaf	143,456	12	St. John's	154,910
Gustavus Adolphus	124,583	13	St. Olaf	145,223
Concordia (Moorhead)	112,131	14	Concordia (Moorhead)	144,300
St. Teresa	111,585	15	Hamline	137,322
Bethel College & Seminary	105,235	16	St. Teresa	135,881
Augsburg	101.529	17	St. Thomas	129,529
Hamline	98,810	18	Augsburg	105,228
St. Mary's (Winona)	81,709	19	Univ. of Minn., Morris	94,651
St. Scholastica	54,478	20	Bethel College & Seminary	86,931
Concordia (St. Paul)	52,123	21	St. Mary's (Winona)	85,603
St. Benedict	45,389	22	St. Scholastica	63,882
Mpls. School of Art	27,107	23	Concordia (St. Paul)	53,558
St. Paul Bible	15,918	24	St. Benedict	47,226
North Central Bible	13,002	25	Mpls. School of Art	34,879
Dr. Martin Luther	11,534	26	Lea	28,500
Minn. Bible College	7,974	27	Dr. Martin Luther	16,361
		28	North Central Bible	16,182
		29	St. Paul Bible	14,973
		30	Minnesota Bible College	9,505

Appendix C-2-70

TABLE 10

FOUR-YEAR COLLEGES

PERCENT OF TOTAL EDUCATIONAL AND GENERAL EXPENDITURES FOR LIBRARIES (1966-67)			PERCENT OF TOTAL EDUCATIONAL AND GENERAL EXPENDITURES FOR LIBRARIES (1967-68)	
INSTITUTION	PERCENT	RANK	INSTITUTION	PERCENT
St. Scholastica	7.58	1	Southwest	10.9
St. John's	7.11	2	St. Catherine	8.9
St. Catherine	7.00	3	St. Cloud	8.8
St. Cloud	6.71	4	Moorhead	8.6
St. Thomas	6.49	5	Bemidji	7.4
Bethel College & Seminary	6.39	6	Winona	7.0
St. Teresa	5.90	7	Macalester	6.8
Macalester	5.83	8	St. John's	6.7
Concordia (St. Paul)	5.28	9	Mankato	6.3
St. Paul Bible	5.26	10	St. Teresa	6.1
Mankato	5.11	11	St. Scholastica	5.9
North Central Bible	5.10	12	North Central Bible	5.8
Bemidji	5.06	13	Concordia (St. Paul)	5.6
Augsburg	4.99	14	Hamline	5.3
Moorhead	4.90	15	Mpls. School of Art	5.2
Winona	4.86	16	Minnesota Bible College	5.1
Mpls. School of Art	4.84	17	Augsburg	5.0
St. Mary's (Winona)	4.56	18	Gustavus Adolphus	4.9
St. Benedict	4.52	19	Bethel College & Seminary	4.9
Gustavus Adolphus	4.46	20	St. Mary's (Winona)	4.8
Minnesota Bible College	4.42	21	St. Thomas	4.6
Hamline	4.28	22	Carleton	4.2
Carleton	4.09	23	Concordia (Moorhead)	4.1
Concordia (Moorhead)	3.70	24	St. Paul Bible	3.9
St. Olaf	3.64	25	Dr. Martin Luther	3.7
Dr. Martin Luther	3.03	26	St. Olaf	3.2
Southwest	26.53	27	St. Benedict	3.0
		28	Lea	2.9

TABLE 11

FOUR-YEAR COLLEGES

TOTAL LIBRARY EXPENDITURES PER STUDENT ENROLLED FALL 1966			TOTAL LIBRARY EXPENDITURES PER STUDENT ENROLLED FALL 1967	
INSTITUTION	DOLLAR PER STUDENT	RANK	INSTITUTION	DOLLAR PER STUDENT
Macalester	$ 127.61	1	Southwest	$ 438.38
Carleton	115.72	2	Macalester	160.44
St. John's	108.52	3	St. Catherine	129.70
Gustavus Adolphus	107.12	4	Carleton	116.05
St. Catherine	102.70	5	Hamline	110.39
St. Scholastica	96.25	6	St. Scholastica	109.57
Bethel College & Seminary	91.66	7	St. John's	104.95
St. Thomas	84.08	8	St. Teresa	101.33
St. Benedict	82.97	9	Gustavus Adolphus	100.51
St. Teresa	82.65	10	Moorhead	94.40
Hamline	82.54	11	Mpls. School of Art	91.79
St. Mary's (Winona)	75.44	12	Univ. of Minn., Morris	85.50
Mpls. School of Art	74.88	13	Bethel College & Seminary	84.65
Concordia (St. Paul)	72.09	14	St. Benedict	82.42
Minn. Bible College	60.40	15	St. Mary's (Winona)	78.53
Augsburg	59.89	16	St. Cloud	75.71
St. Olaf	58.33	17	Bemidji	74.38
St. Cloud	53.66	18	Concordia (St. Paul)	72.47
Concordia (Moorhead)	50.17	19	Minn. Bible College	72.01
Bemidji	48.17	20	Winona	69.98
Moorhead	48.29	21	Concordia (Moorhead)	61.80
Winona	42.55	22	Augsburg	59.99
St. Paul Bible	42.44	23	St. Thomas	58.08
Mankato	38.26	24	St. Olaf	57.26
North Central Bible	31.78	25	Mankato	56.19
Dr. Martin Luther	20.63	26	Univ. of Minn., Duluth	47.26
Southwest	00.00	27	Lea	46.27
		28	North Central Bible	39.56
		29	St. Paul Bible	36.97
		30	Dr. Martin Luther	27.64

APPENDIX: C-3
BREAKDOWN OF CATALOG OFFERINGS BY NUMBER OF CREDITS

Notes: 1. Information from the 1968 Concordia College Record
2. All cross-referenced courses counted twice
3. Numbers that appear are the sum of all catalog numbers

Department	1 Credit	2 Credit	3 Credit	4 Credit	5 Credit	Variable	Total
Art	4	3	20	0	0	1	28
Biology	0	0	13	7	0	1	21
Bus. Ed.	5	2	5	6	0	0	18
Chemistry	3	0	2	11	0	1	17
Economics	0	1	27	2	0	1	31
Education	1	20	8	0	3	0	32
English	0	1	22	0	0	0	23
History	0	0	22	0	0	1	23
Home Ec.	1	9	8	0	0	1	19
Cl. Lang.	0	0	17	4	0	0	21
Mod. Lang.	2	3	38	0	10	6	59
Lib. Sci.	1	4	3	0	0	0	8
Math.	1	0	13	4	0	2	20
Music	63	11	14	0	0	0	88
Philo.	0	0	18	0	0	2	20
Phys. Ed.	17	21	6	0	0	0	44
Physics	8	0	6	7	0	1	22
Pol. Sci.	0	0	15	0	0	1	16
Psych.	0	2	16	0	0	1	19
Religion	0	3	27	2	0	0	32
Social	0	0	22	0	0	0	22
Speech	1	1	16	0	1	1	20
Total	107	81	338	43	14	20	603

Appendix C-3-73

Summary of the Catalog Study

107 1-credit courses
81 2-credit courses
20 variable credit courses (generally 1-2 credits)
208 low credit courses

Of the above:

20 independent study, special problems or research
11 seminars
31

These 31 current offerings could easily be made into half courses or full courses on the course plan.

208
-31
177 remaining courses

Of the 177, the great majority are concentrated in three departments with special programs and most of the rest in six additional departments:

Music	74	Home Ec.	9		
		Bus. Ed.	7		
Phys. Ed.	38	Art	7	All others	9
		Lib. Sci.	5		
Education	21	Physics	4		
	133	Religion	3		
			35		

Music:

48 applied music courses
16 music theory courses
6 music methods courses
1 senior recital
3 participation courses (choir, band, orchestra)
74 courses

Physical Education:

10 service courses
27 professional courses
1 driver education course
38 courses

Education:

10 special methods courses
11 other courses
21 courses

APPENDIX: C-4
DEPARTMENTAL SELF-STUDY

The study outline developed in connection with departmental reviews at Michigan State University is as follows:

1. Philosophy of Department
    - 1.1 Purposes: relative emphasis on research and publication, service, and instruction
    - 1.2 Objectives:
        - 1.21 Educational goals toward which students are expected to progress
        - 1.22 Professional goals toward which academic personnel are expected to progress
    - 1.3 Points of view about education and role of department in the university, including service and liberal-education obligations
    - 1.4 Plans: specific aims for the future, such as course expansion, faculty increase, extension of graduate work, and research expansion
2. Image of department
    - 2.1 Self-image in relation to instruction, research, and service functions
    - 2.2 Intra-university image of undergraduate and graduate instruction
    - 2.3 Inter-university image of graduate instruction and research
    - 2.4 National professional image
3. Human Resources
    - 3.1 Faculty
        - 3.11 Senior faculty (instructor, assistant professor, associate professor, professor)
            - 3.111 Rank, salaries, age, degrees, institutions, tenure status, awards
            - 3.112 Professional-society memberships, offices held, and participation (meetings attended)
            - 3.113 Research activity and publications
            - 3.114 Public service, consultation (private or university-sponsored)
            - 3.115 Role and status in university (research or teaching)
            - 3.116 Interests and qualifications in relation to departmental role in the university
            - 3.117 Stability (turnover) of senior staff
        - 3.12 Junior faculty (assistant instructor, graduate and research assistant, lecturer, specialist, etc.)
            - 3.121 Numbers and types of part-time junior faculty used
                - 3.1211 Qualifications and salary levels
            - 3.122 Numbers and types of full-time temporary faculty used
                - 3.1221 Qualifications and salary levels
            - 3.123 Degrees and institutions
            - 3.124 For students, entering and present grade-point averages
            - 3.125 Role and status in the department
    - 3.2 Non-academic personnel
        - 3.21 Administrative assistants
            - 3.211 Number, classification, qualifications, and function
            - 3.212 Relation to departmental organization and administration
        - 3.22 Clerical personnel
            - 3.221 Number, classification, qualifications, and function
            - 3.222 Extent of service available to faculty members
        - 3.23 Technical aides
            - 3.231 Number and function
            - 3.232 Relation to faculty and clerical personnel

- 3.3 Students
  - 3.31 Enrollments by levels (undergraduate and graduate, last five years)
  - 3.32 Number of majors-graduate and undergraduate
    - 3.321 Characteristics: ability, sex, grades
  - 3.33 Awards, scholarships, fellowships
- 3.4 Alumni
  - 3.41 Graduate or professional degrees and conferring institutions
  - 3.42 Positions held
  - 3.43 Extent and continuing contact
  - 3.44 Departmental placement activities
- 3.5 Interaction and general morale of various types of personnel

4. Financial Resources and Management
   - 4.1 Size and past growth and history of budget and expenditures (last five years)
     - 4.11 Salary
     - 4.12 Labor
     - 4.13 Supplies and services
     - 4.14 Equipment
     - 4.15 Research and other non-operating funds
5. Organization and Administration
   - 5.1 Organization
     - 5.11 Role of the chairman
     - 5.12 Special area, divisional, or interest-group organization
     - 5.13 Committee structure and function
     - 5.14 Relative participation of members by rank
     - 5.15 Intra-departmental communications system
   - 5.2Personnel policies
     - 5.21 Sources, recruitment, and selection of staff
     - 5.22 Supervision and in-service training of new staff
     - 5.23 Methods of assigning and evaluation teaching, research, service, advising, and committee responsibilities.
     - 5.24 Promotion, salary, and tenure recommendation procedures
     - 5.25 Faculty loads (class and student credit-hours)
     - 5.26 Travel policies-reasons, frequency, amounts
     - 5.27 Existence and adequacy of personnel records
   - 5.3Planning and management of non-instructional functions
     - 5.31 Supervision of non-academic personnel
     - 5.32 Informal seminars, symposiums, etc.
     - 5.33 Undergraduate and graduate clubs,honoraries,and interest groups
6. Curriculum
   - 6.1 Number and level of courses and credits
   - 6.2 Balance between general and specialized offerings
   - 6.3 Recognition of service and liberal-education obligations, and cooperation with other departments in fulfilling them
   - 6.4 Relation of curriculum to student demands
   - 6.5 Relation of curriculum to faculty qualifications
   - 6.6 Relation of courses to courses and programs in other departments
   - 6.7 Relation between undergraduate and graduate courses
   - 6.8 Views about and approaches to curriculum revision
7. Instruction
   - 7.1 Basic statistics
     - 7.11 Size of course enrollments (undergraduate and graduate, last five years)
     - 7.12 Course repetition and section size (graduate vs. undergraduate, last five years)

7.13 Variation in course enrollments from quarter to quarter
7.14 Grade distributions
7.2 Organization af instruction
7.21 Undergraduate instructional models (100-200)
7.22 Undergraduate instructional models (300-400)
7.23 Experimentation with changes in instructional model
7.231 Television, film, programming, open labs, etc.
7.24 Supervision of courses in which teaching or lab assistants are used
7.25 Definition of course objectives and contents
7.26 Examination procedures and grading practices
7.27 Honors instruction
7.28 Remedial instruction
7.29 Placement examinations
8. Physical Facilities, Equipment, and Supplies
8.1 Office space for faculty
8.11 Adequacy of space, lighting, heating
8.12 Convenience in reference to location-distance, levels, etc.
8.13 Equipment
8.14 Privacy
8.2 Research facilities
8.21 Adequacy
8.22 Location in relation to office
8.23 Equipment
8.3 Seminar rooms, staff room, etc.
8.4 Classrooms and teaching laboratories
8.41 Adequacy of size
8.42 Location
8.43 Equipment
8.5 Work space for non-academic help
8.51 Adequacy
8.52 Location
8.53 Equipment-typewriters, duplicating machines, calculators
8.6 Departmental library, reading room
8.7 Arrangements and housekeeping
8.8 Supplies and services
8.81 Adequacy of supplies
8.82 Adequacy of services for
8.821 the faculty
8.822 instruction
8.823 research
9. Liaison with Other Departments or Colleges
9.1 Departments serving this department
9.11 Nature of service
9.12 Size of load and level of service
9.2 Departments served
9.21 Nature of service
9.22 Size of load and level of service
9.3 Patterns of communication with units serving or served
9.4 Use of joint appointments
9.5 Interdepartmental co-operation in course offerings, research, etc.
10. Role of Department in the College and University
10.1 Awareness of and commitment to the goals of the college and university
10.2 Involvement in college and university planning

- 10.3 Clarity of definition of role of college and university
    - 10.31 Acceptance of role
    - 10.32 Possibilities of changing role
- 10.4 Factors external to the department to be considered in appraising or altering departmental role and functions in the university

11. Summary of Findings and Recommendations
    - 11.1 Major strengths
    - 11.2 Major weaknesses or areas for improvement
    - 11.3 Specific recommendations regarding
        - 11.31 reorganization
        - 11.32 new or revised policies
        - 11.33 resources and support required

As the outline indicates, no adequate self-study of a department can be made except as the role of the department in the institution is studied and the quality of the department is compared with that of departments in like institutions. This means that the study committee itself must include persons who are not members of the department and that in all likelihood it will wish to have recourse to a number of outside consultants. Departments do not always welcome a study of such dimensions. Their natural preference is to conduct their own study and then report to deans and other administrators what additional resources they need. A department can, of course, recognize that it has difficulties in its relations with other units and that it is perhaps not fulfilling its anticipated role, but it is difficult for the members of a departmental staff to get a frank appraisal of the department from outsiders. It is even more difficult for them to be objective about their own inadequacies and strengths. The tendency is to assume that the acquisition of more resources, rather than better use of existing resources, will solve all their problems.

A thoroughgoing self-study, such as is summarized in the outline, requires time and money. Money for it is not likely to be available in a departmental budget, and a department in difficult circumstances may not have available staff time to invest in it. Out of these circumstances, Michigan State University has developed a pattern for initiating and carrying on a departmental self-study which is described below.

1. The department, the college dean, and the provost agree that a detailed analysis of the operations of the department is desirable. A normal condition of this agreement is that any sizable increase in resources will be withheld until the self-study is completed. It is also a part of such an agreement that funds to support the self-study will be made available.
2. A self-study committee is then appointed composed of five kinds of representatives: the department chairman, a respected senior member of the department, a representative of the college, a representative of a department extensively served by the department under study, and a representative of the provost's office. It may or may not be deemed appropriate to add to the committee a representative of the Office of Institutional Research. This office always makes its staff and facilities available in the collection of data for the study. In the case of large departments, a liaison faculty member who is not on the committee may be useful in co-ordinating data-collection procedures.
3. Using the self-study outline as a basis for collecting and reporting data—
    (a) The department chairman writes a report on the status of the

department as he sees it. For this purpose he may draw upon any data he has or request that additional data be collected by the committee or the Office of Institutional Research to assist him in the preparation of his report.

(b) The departmental staff, under the leadership of the faculty member on the committee, prepares a detailed report of the status and aspirations of the department. Usually the department faculty forms subcommittees to handle various parts of the outline. The faculty leader, who may be either a senior departmental member on the study committee or the liaison faculty member mentioned previously, is given to supervise the development of the report.

(c) The non-departmental members of the committee interview all the staff members of the department under study and of those departments it serves. They may also interview administrators and other members of the college or university whose opinions may be valuable. The interviews with staff members of the department will ordinarily include graduate assistants. Frequently graduate and undergraduate students, too, are interviewed and receive questionnaires to fill out.

(d) The chairman and the faculty member visit and study several comparable departments in other universities which seem to have problems similar to those of the home department. It would probably be desirable to have the entire committee, or at least one member outside the department, join in this field-study phase of the analysis, but, in the interest of reducing costs, this has not been done.

(e) The department and the committee invite outside consultants to study the department, asking them to limit their study to particular sections of the outline instead of attempting to cover all aspects of the department's operations in a three- or four-day stay.

4. Each of the reports (the chairman's report, the reports of the two or three consultants, the field-study report, the department reports, and the report summarizing the interviews) is then analyzed and codified in relation to the departmental study outline, which may, of course, have been modified somewhat to meet special departmental problems or concerns. If faculty and student questionnaires are available, these are related, generally by plan, to points in the outline, so that there is minimal difficulty in using the questionnaire results in the preparation of the summary report.
5. The codified materials from the various reports and the questionnaires are then brought together in the outline for committee study and comment. The committee works through the study outline, considering every suggestion and criticism which has been made.
6. The committee writes its own report, including a series of recommendations, and the final report is organized almost exactly in accordance with the departmental study outline. The entire contents of the final report, and the language in which it is couched, are approved by consensus in the committee. No statement in the report is ever subjected to a vote.
7. Finally, the report is submitted to, discussed by, and ultimately (perhaps with some revisions) accepted by the department and the provost, and assignments are then made to the various units, such as the provost's office, the college, and the department or department chairman, for carrying out its recommendations.

8. The report may call for a marked increase in the staff and in the budget of the department. If so, this increase is usually contingent upon the department's taking action to modify or develop its program. The report may call for extensive continuing study of certain problems and staff time and money to carry it on. It may also call for a single major allotment of funds for purchasing equipment, space, and so on. The department responsible for putting the recommendations into effect is required to give the committee an account of the steps it has taken in accordance with the major proposals in the departmental study outline.

Dressel, Paul L. and John E. Dietrich, "Departmental Review and Self Study," The Journal of Higher Education, XXXVIII (January, 1967), 25-37.

APPENDIX: C-5
INNOVATIONS IN THE INSTRUCTIONAL PROGRAM AT CONCORDIA COLLEGE

The innovations discussed below have generally occurred within the last five years at the College although a few pre-date this period and several others are to be tried this fall for the first time. The list is by no means exhaustive and many worthwhile projects have certainly escaped notice to the mutual chagrin of the innovator(s), the author, and the reader. It will be clear from scanning the list that the college has built a broad educational program within which faculty and students may continue to try new ideas as resources and interest permit.

I. Instructional Media

A. Television

1. English Department Experiment

The department has conducted a TV mass lecture program in English 111-112 and 221 with the objective of eliminating unnecessary duplication of staff time in presentation of the principles and techniques of critical analysis of poetry and literature. The program will be in its fifth year of operation in the fall of 1969-70. Students attend the TV lectures in the auditorium at one of three available times or, as of this year, may watch the lecture at any convenient dormitory set. Broadcasts are made open circuit on Channel 13 (KFME) by Dr. Prausnitz for the first lecture. Videotapes of the incoming program are made at the College and replayed for the subsequent lectures. A grant of 60,000 dollars from the Hill Family Foundation allowed the purchase of needed equipment and paid recording and broadcast fees.

2. German Department Experiment

Elwin Rogers taught a section of beginning German using two telecasts a week over Channel 13. The telecasts were supplemented by two regular class periods weekly. Teaching assistants were present in the classroom during the televised lectures to aid students in the lesson. The experimental class was conducted as a joint project with the University of Minnesota which produced the TV programs. Concordia received a grant of $3,500 from the Hill Family Foundation to support the project.

3. Videotaping

The speech and education departments are using portable TV cameras, recorders, and monitors to help students evaluate their oral communication skills via "instant replay."

B. Tape recording

1. Language Labs

For service to students of the languages, a laboratory is maintained to provide regular, required practice in listening to good models of foreign speech. Large amounts of listening imitation, and repetitive drill lead the student toward the ability to express his thoughts in conversation with pronunciation, intonation and use of grammatical forms acceptable to the educated native speaker. The facilities see extensive daily usage by beginning language students. Plans for completion of an audio testing laboratory and an experimental audio laboratory have been made but are awaiting funding.

2. Miscellaneous

Several tape decks have been installed in the current periodicals section of the library. Verlyn Anderson reports that the decks see moderate to light usage with History and Religion Department personnel making the most extensive use of the facilities.

Tape recordings of performances are widely used in the Music Department both as teaching tools and as diagnostic aids.

C. Library

A slide projector and cassette tape recorder combination will be purchased this fall to provide an opportunity for use of combined audio-visual instructional materials in conjunction with courses.

The new addition to the library has been planned with a careful eye toward future increased use of instructional media in the library physical plant. Shelves and partitions will be constructed to allow easy redesign of interior spaces. All carrells in the addition will be wired to receive closed circuit TV or dial-access audio. The day of the bound volume as a method of storing information is slowly passing and the library will continue to move in the direction of microfilm and microfiche storage.

D. Radio

Educational FM Station

Funds have been allocated in the next fiscal year to enable the College to become a satellite station of St. John's University Broadcast, Inc. A 3.37 Kw transmitter will be brought to Moorhead and used to rebroadcast the St. John's programs to the local area as station KCCM. Initial plans call for the use of about 19 hours per day of network programming with the network switched off to broadcast our chapel program. Later, as manpower and finances permit, more extensive use of local programming may be possible. The FM subcarrier frequency can also be used locally for service functions such as reading programs for the blind, refresher courses for lawyers, nurses, and other professionals, to link the public and private schools in the Fargo-Moorhead area and to link buildings on our own campus. Cooperation with KFME to get a good quality Collegeville signal via microwave channels to Moorhead and to provide a location and maintenance service for the transmitter is anticipated. Several legal questions may slow progress on this innovation.

II. New Instructional Methods

A. Principia

This program will begin in the fall of 1969-70. The "Principia Class," 20 freshmen selected at random from volunteer entrants, will do almost all of their study with eight Principia faculty from the departments of physics, philosophy, psychology, religion, political science and English. The arrangement insures personalized attention and facilitates an interdisciplinary approach to learning. While each professor is responsible for teaching the principles of his own field, the manner in which this is to be done is not restricted to the traditional course structure. Seminars, faculty intervisitation, team teaching and individual tutoring will supplement any lectures. The program will be designed to increase the student's responsibility for his own education and to make him less dependent on the teacher.

B. English Department Experimental Freshman Program

The program begins in the fall of 1969-70. Approximately one-third of the entering freshmen will take English 111-112 on an independent study basis. Four teachers will be available on a full-time basis for individual consultation with students(who themselves will be volunteers in the program). An attempt will be made to design an individual English course (readings, themes, exams) for each student based on what most interests him. Faculty members in departments concerned with the students' interests will also hopefully be available to discuss the students' work.

III. Off Campus Experience

A. Departmental Programs

1. Economics and Business Administration

This department offers a cooperative work-study program of education in which a student obtains practical experience and on-the-job training along with academic studies. The program is scheduled individually. All students spend their first two years in residence at Concordia. Then three semesters are spent at co-operating firms and three in residence. The final semester must be spent at Concordia. Noramally a student has two work periods at two different firms, with a semester or two spent in residence between work assignments. Summer work under an approved program also qualifies as a work semester.

During his working periods, the student is paid a salary fixed by the cooperating firm. The student may be dropped by the firm or the department from the work-study program if his performance is not satisfactory. Students are admitted to the program on a selective basis and upon invitation.

Similar work experience in hospitals or institutions is required of students entering the department's special sequence in Hospital Administration.

2. Miscellaneous

A quick scan of the catalog reveals the following courses providing off campus experience:

Sociology 405: Agency Experience (3 credits)

100 hours of experience in an approved social work agency under appropriate supervision. This course is offered only by special arrangement to selected senior students and is available only at the convenience of cooperating agencies.

Religion 430: Field Experience for Church Staff Workers (3 credits)

Experience is given in the actual work of congregations: six hours per week are spent in supervised involvement in a parish, and one hour per week in class. Prerequisites: Religion 282 and 427; consent of instructor.

Religion 492: Seminar on Advanced Problems in Theology (3 credits)

The Chicago Urban Seminar and the Urban Church Seminar are offered under this catalog rubric.

B. **College Programs**

1. May Seminars Abroad

A special program involving study in Europe. The May seminar groups leave campus shortly after spring commencement and spend about a month abroad in appropriate visits and investigations. Special requirements exist in each department offering the seminar and credit is given in the appropriate department. Twenty-six students enrolled in the 1968 French-German-Spanish seminar. In 1969, seventy-three students enrolled for four seminars offered in religion, drama, art, and modern languages.

2. Virginia Union University Exchange Program

An exchange program with two facets exists between CC and VU, a largely Negro, church-related college in Richmond, Virginia. Students may attend VU for a semester of any year beyond the freshman year. Participants in this program are able to take courses of a special nature--particularly those concerned with the South and the Negro experience in America--and are also able to confront at first hand many of the complex factors in modern American society.

The second facet is specifically for students preparing in education. Students from CC may apply to do their student teaching in the Richmond city schools, and VU students may come to the Fargo-Moorhead area for student teaching. For Concordia students, the program offers an opportunity to work in an integrated setting and to acquire an experience of new depth and richness which is of value in later teaching.

1966=2   1967=8   1968=10   1969=15

3. New York Seminar

This seminar, led by Dr. Hofrenning and Mr. Dahl, is a study of the nature and function of the church as it seeks to relate the message of the Gospel to the complex needs and problems of the urban community. Ten days are spent in New York over the Christmas holiday observing and experiencing some of the dilemmas, failures, and creative experiments of the churches there. On their return, the group continues to meet as a seminar for one month to consolidate their new insight.

1967=17 1968=19 1969=24

Applications generally exceed available positions.

4. Chicago Urban Seminar

An urban seminar in Chicago is available, limited at present to fifteen students from Concordia and fifteen from Virginia Union. The core of the course is a two-week stay in Chicago. Seminars, lectures, dialogues, and visits are scheduled with leaders in urban life. Preparatory preliminary reading is required. Areas explored include the culture, politics, and racial complexion of the city; leaders of the urban revolution; and the role of the church in social change. The course carries three semester credits (under Religion 492).

5. History Department Around the World Tour

Dr. Gordon Hanson will take interested students on a 40-day tour around the world during the second summer session of 1969. Academic credit will be given for the tour (History 482).

6. American Studies Program (in development)

The major in American Studies is designed for the student concerned with the evolution, present condition, and future prospect of life in the United States. To affect an education for responsible citizenship, the program makes use of a wide variety of required and elective courses in the areas of history, literature, philosophy, sociology, economics, political science, music, and the arts. In addition, it is highly recommended that a student spend at least one term studying on a campus substantially different from Concordia in location, cultural context, and study opportunities. Thus student exchange agreements with Virginia Union University and Ft. Lewis College (Durango, Colorado) are anticipated and additional opportunities may be provided as the program grows. Tom Christenson has been active in initiating this interdisciplinary major.

7. See VI, A.

C. National and International Programs

1. Washington Semester

Concordia College has an arrangement with the American University (Washington, D.C.) under which selected students may spend one semester in Washington in the study of governmental affairs. Field visits, consultation with officials, seminars, and a research project characterize the program. To be eligible the student must have taken Political Science 211 and must have over-all honor grades. Dr. Noblitt is Concordia's local representative. Applications generally outnumber openings.

1958-62=10 1963=2 1964=4 1965=4 1966=4 1967=4 1968=2

2. Monterey Tech., Monterey, Mexico

Similar to May Seminar Program but classes meet during the last of July and all of August.

3. Schiller College

Selected students spend up to a full academic year at this coeducational college located in the Castle of Kleiningersheim in Germany. Schiller has a liberal arts program that approximates the Concordia curriculum, examinations, grading practices, and schedule. This facilitates the transfer of credits and enables Concordia students to take full programs in the liberal arts. Limited principally to juniors. About 12 students have participated since Concordia's affiliation in 1964. Norbert Benzel is the local representative.

4. Washington Seminar for Lutheran Students

This seminar is a non-credit program which generally corresponds with Easter vacation. A busy schedule of interviews, seminars, and talks by governmental officials from all branches of government is the main format. Sightseeing and recreation are also included. After 1967, Concordia was allowed six student participants, but this figure fluctuates depending on demand at other participating Lutheran colleges.

1965=30 1966=29 1967=12 1968=15 1969=0

5. Inter-American University, San Juan, Puerto Rico.

Latin American Studies.

6. Miscellaneous

The variety of programs for off-campus study that Concordia students could participate in either as individuals or in small groups is virtually limitless. Student government, perhaps through the Student Exchange Commissioner, can perform a valuable service in acquainting students with the opportunities available. The booklet, "Beyond Berkeley," is a good start along these lines.

IV. Pass-Fail Option

Under certain restrictions, a junior or senior may elect up to two courses on a "pass-fail" registration, which means that the student receives a grade of "pass" or "fail" only. Credits earned count toward graduation, but do not affect the students' GPA. The purpose is to encourage students to make excursions into the fields outside of their major, which they might hesitate to enter for fear of harm to grade averages.

V. Freshman Seminars

A freshman seminar requirement was adopted on an experimental basis for the academic year 1968-1969. The Religion Department sponsored two of the seminars during the first semester, and the Speech and Chemistry Departments each sponsored one during the second semester. The Religion seminars studied race relations in America in depth and the Speech seminar dealt with the rhetoric of the Black Power movement. The Chemistry seminar was organized around chemical evidence for the origin of life on the primitive earth. Four seminars will also be conducted during the 1969-70 school year. An extensive review of the first semester seminars has been prepared by Dr. Gertrude Donat of the Faculty Curriculum Committee.

VI. Students as Teachers

A. Modern Language Teaching Assistants

Each year, outstanding junior and senior majors are chosen in German, French, and Spanish to pursue studies in the foreign university and then to return to teach for one year at Concordia. Selected on the basis of over-all scholarship, language competencies, teaching potential, character and personality, each participant receives grants to cover travel and tuition. While teaching at Concordia he receives an assistantship stipend and a housing allowance. The assistants teach introductory courses. A senior staff member consults with the assistants on a regular basis and has the privilege of sitting in on any and all classes. The language departments are enthusiastic about the program and feel that the recent overseas experience of the novice teachers fills them with high motivation for their task.

1967=1F,1G 1968=2G,1S,1F 1969=2G,2F,1S 1970=2G,2F,2S

B. Psychology Dept. Discussion Group Leaders

This department uses five students per semester as teaching assistants in the introductory course. The TA's attend one of the three mass lecture sections and are then responsible for discussing and explaining the material covered in a group of 15-20 students and for administering short quizzes on previously covered material. Ten of these quiz sections are held each semester for which the TA receives $100. Top psychology majors and minors are invited to participate in the program, generally at the end of their sophomore year. The TA's meet regularly with the departmental coordinator (Mrs. Donat) to discuss the upcoming week's content and emphasis. The department is very enthusiastic about the program. The GRE scores of student TA's have been in the 90's on the Psychology section. The majority of students in the introductory course seem to be in favor of the program although bright students often resent having to attend the discussion section.

Future plans include an attempt to use TA's in three levels of discussion groups--an enrichment group, an average group similar to the present program, and a tutoring group for students with difficulties. Students would be assigned to discussion groups on the basis of exam scores.

VII. Team Taught and Interdisciplinary Courses

The following examples are illustrative rather than exhaustive.

A. Physics 326 Electronics and Chemistry 332 Instrumental Analysis

In this course, electronics theory and laboratory work common to both courses are taught for the first half of the semester to a combined class. Each department goes its own way for the second half of the semester with its own unique applications. Lecture and laboratory assignments and equipment purchases are shared between departments. Chet Sautter and Dick Werth have primary responsibilities for this course.

B. Greek 361 Readings in Classical Greek

In 1966, a course on Plato was team taught between Philosophy (Anderson) and Classical Languages (Gunderson).

C. German 497 Seminar

In 1966, a course on German Romanticism was team taught with instructors from music, art, English, philosophy, religion, and German participating.

D. Psychology 111 General Psychology

Four faculty members participate in teaching the introductory psychology course. The objectives are to save staff time and to allow faculty with strongest background in a particular area to teach that section of the course to all students. The team teachers sit in on each others's lectures and make frequent cross reference in their lectures to concepts broached in earlier lectures by other staff members.

E. Religion 492 Seminar in Advanced Problems in Theology

In 1966, Mrs. Haney offered a course in Science-Ethics primarily for science majors which made use of resource people from psychology, biology, chemistry, and physics. The course has continued but without the extensive use of resource people from these departments.

F. Religion 271 Ethics

Mssrs. Borg, Bird, and Hendricks team-taught an evening course on Black Heritage in the spring of 1968.

G. History, Speech, and Psychology

The History, Speech, and Psychology departments all offer introductory courses with large, team-taught lecture sections and small discussion sections. Religion will join this group next year.

VIII. Tri-College University Common Market

The Tri-College program was launched after discussions between representatives of Moorhead State College, North Dakota State University, and Concordia College in 1962. Their concern was to avoid expensive duplications of course offerings in many areas and to let interested students capitalize on the unique strengths of each school's faculty, course offerings, and facilities. The program has received major encouragement by legislation approved by the Minnesota and North Dakota legislatures in recent years. These permit students enrolled at one of the colleges to take certain courses at another without having high tuition costs or problems with credit transfers.

The Tri-College Committee has worked to coordinate evening class offerings, library use, fine arts offerings, education for working with disadvantaged, and joint applications for improving student health services.

The Hill Family Foundation has recently authorized a three-year, $70,000 grant to help the Tri-College Committee hire a full-time executive director and to establish an office.

IX. Some Further Ideas

A. Co-curricular Theme

In the fall of 1967, a report from a faculty curriculum subcommittee recommended the idea of using a central theme for co-curricular activities in 1968-69. The subcommittee felt that an overall theme would provide an opportunity to investigate areas not covered in courses and that the events would perhaps have more meaning than the present program of unrelated topics. The theme of Russia was selected.

B. Language Camps

The college is now the proud owner of some beautiful wooded lake property near Bemidji used for the language camps. Gradually a series of villages will be constructed on the land--the first being a Norwegian one. Are there ways in which we can make year-round use of these facilities when the language camps are not in session?

C. Outreach Programs in the Area

1. School of Religion
2. Tales of Bonanzaland

Hiram Drache of the History Department is the author and narrator of a radio program, "Tales of Bonanzaland," dealing with the agricultural history of the upper Midwest. The program is broadcast over radio station KFGO on Saturday mornings.

INNOVATIONS: SELECTIVE INDEX TO THE LITERATURE

ATHLETICS

Perry, Louis B. and Robert L. Whitner. "The High Road. . . ." (46)

BLACK STUDIES

Braddock, Clayton. "Atlanta University President. . . ." (269)
Crowl, John A. "Many Colleges Plan Ways. . . ." (192)
Delco, Mrs. D. A., *et al*. "Opportunities and. . . ." (498)

CALENDAR

Baskin, Samuel. "Innovations in College Teaching." (54) [Beloit College: 4-year--9-term]
______. "Innovations in College Teaching." (54) [Kalamazoo College: 15 quarters: 10 on, 5 off]
Carlson, Earland I. "The 4-2 Academic Term. . . ." (35)
Hayward, Sumner. "The Beloit Plan." (163) [4-year--9-term--3-level]
______. "Five Experimental Programs. . . ." (71) [Beloit College: 4-year--9-term--3-level]
______. "Five Experimental Programs. . . ." (71) [Earlham College: 10-week term--3-term year]
______. "Five Experimental Programs. . . ." (71) [Kalamazoo College: course scheduling]
______. "Five Experimental Programs. . . ." (71) [Oakland University: trimester--4-course load]
______. "Five Experimental Programs. . . ." (71) [Raymond College: 3--3--3 plan]
______. "Traditional and Newly Emerging. . . ." (136) [Year-round calendar]
Healy, George R. "Extending the Academic Year. . . ." (43) [10 month calendar]
Hutchison, William R. "Yes, John, There Are. . . ." (494) [8 weeks of lecture-discussion; 7 weeks of independent work and research]
Intercollegiate Press Bulletin. September 13, 1965. (467) [Lewis College: course plan]
______. September 19, 1966. (445) [Colgate University: 4--1--4]
______. January 16, 1967. (456) [Upsala College: abolition of course credits]
______. January 23, 1967. (457) [Otterbein College: 3 ten-week terms--5 or 10-week summer term]
______. February 6, 1967. (460) [Beloit College: 4-year--9-term]
______. March 20, 1967. (461) [Goucher College: various calendars outlined]
______. March 10, 1969. (250) [Muhlenberg College: course system vs. credit system]
Kolb, William L. "A College Plan Designed. . . ." (519) [Beloit College: 4-year--9-term]
The New Educational Plan at Beloit College. (263) [4-year--9-term--3-level]

Rossmann, Jack E. "Student and Faculty Attitudes . . . ." (118) [Macalester: interim term]
Smith, Bardwell L. and David H. Porter. "Carleton and Curricular Changes." (21) [Carleton College: 3--3--3 plan]
Susman, Warren I. The Reconstruction of an. . . . (160) [Rutgers: course plan]

COMPUTER TECHNOLOGY

Baskin, Samuel. "Innovations in College Teaching." (54) [University of Illinois]
"Bucknell's Experiment Aims for Mastery." (258) [Bucknell University: computer testing]
Michigan State University. "Educational Development Program. . . ." (272) [University of Texas]
Stolurow, Lawrence M. "Computer-Assisted Instruction." (340)

CURRICULUM

Ansbro, John J. "An Experiment in Interdisciplinary. . . ." (20) [Manhattan College]
Anthony, David F. "International Education. . . ." (115)
Axelrod, Joseph, et al. Search for Relevance. . . . (487)
Bell, Daniel. The Reforming of General Education. . . . (400) [Columbia College]
______. "Reforming General Education." (59) [Columbia College]
Blackman, Edward B. "Guidelines for Evaluation. . . ." (285)
"Bucknell's Experiment Aims for Mastery." (258) [Continuous progress plan]
Burkett, J. E. "A Curriculum Leading to the. . . ." (309) [University of Oklahoma: Bachelor of Liberal Studies program]
Carpenter, Marjorie. "Depth: Third Dimension. . . ." (283)
Chapman, James L. "Three Programs in. . . ." (261) [University of Minnesota; Amherst; St. John's College]
Chickering, Arthur W. "Curriculum, Teaching, and. . . ." (113) [The Rocket; The Cadillac; The Horse and Buggy; The Junkyard]
Dressel, Paul L. "A Look at New Curriculum Models." (228) [Rationale]
Edgar, Earl E. "Philosophy, Democracy, and the Arts." (547)
"Experimental Seminars Combat Fragmentation." (256) [Shimer College]
Florida Presbyterian College, Catalog 1968-69. (215)
Hazen Foundation, The. The Student in Higher Education. (368)
Hulbert, Ellerd. "A Plea for Sanity in. . . ." (135)
Intercollegiate Press Bulletin. September 21, 1964. (473) [Columbia University]
______. November 9, 1964. (475) [University of North Carolina: BA degree]
______. November 30, 1964. (476) [Baldwin-Wallace College]
______. August 30, 1965. (465) [Harvard University]
______. September 6, 1965. (466) [Fort Hays Kansas State College: basic studies program]
______. January 10, 1966. (469) [Harvard University]
______. February 7, 1966. (470) [Harvard University]
______. August 22, 1966. (438) [University of Connecticut]
______. September 5, 1966. (441) [Amherst College]
______. September 5, 1966. (442) [Yale University: improving introductory courses]
______. September 12, 1966. (444) [Columbia College: synoptic, third-tier courses]

______. September 26, 1966. (446) [DePaul University]
______. September 26, 1966. (447) [Justin Morrill College of Michigan State University]
______. December 12, 1966. (451) [Cornell University: introductory courses]
______. January 9, 1967. (452) [Franklin and Marshall College]
______. January 16, 1967. (454) [University of California at Los Angeles]
______. January 16, 1967. (455) [University of Delaware: objectives of undergraduate program]
______. March 27, 1967. (462) [University of Buffalo]
______. September 18, 1967. (427) [University of Michigan: faculty additions --specialists in generalization]
______. January 15, 1968. (434) [Bucknell University: continuous progress plan]
______. April 29, 1968. (436) [Hunter College]
______. August 19, 1968. (404) [Kenyon College: no required courses]
______. August 26, 1968. (406) [Whitworth College: core courses]
______. November 4, 1968. (197) [Oberlin College: requirements]
______. November 18, 1968. (412) [Haverford College]
______. December 30, 1968. (202) [Connecticut College: general requirements]
______. January 13, 1969. (203) [Duke University]
______. January 20, 1969. (204) [Stanford University]
______. January 27, 1969. (205) [Indiana University]
______. February 24, 1969. (414) [Lehigh University]
______. April 28, 1969. (420) [Mount Saint Mary's College]
Jones, Howard Mumford. "Uses of the Past in. . . ." (351)
Klein, Jacob. "On Liberal Education." (134) [St. John's College]
LaFauci, Horatio M. "Unity and Variety in. . . ." (232) [Boston University: College of Basic Studies]
Leyden, Ralph C. "The Stephens College Program." (505)
"Liberal Arts at Amherst." (259) ["Problems of Inquiry" approach]
Mayhew, Lewis B. Contemporary College Students and. . . . (278)
______. "The Liberal Arts and the Changing. . . ." (44)
Michigan State University. "General Education Policy Statement." (271)
Nemetz, Anthony. "The Liberal Arts. . . ." (260) [Trivium: grammar, rhetoric, logic]
"New College: Hope for the Future?" (252)
Padgett, Jack F. "Education for Meaning. . . ." (144) [Simpson College: general college requirements]
Schwab, Joseph J. College Curriculum and. . . . (329) [Use of materials; subject matter; diversity and unity; increased flexibility; greater enquiry; late diversity]
Shuster, George N. "The Contemporary College. . . ." (159) [Problem study (7 areas)]
Susman, Warren I. The Reconstruction of an. . . . (160) [Rutgers: four schools curriculum]
Tanner, Earl C. "The Role of Knowledge in. . . ." (230) [Bibliographical essay defining necessary areas of knowledge]
Thomas, Russell. The Search for a Common Learning. (489) [General education model]
______. The Search for a Common Learning. (489) [Requirements at 20 colleges]
Toronto, University of. Undergraduate Instruction in Arts and Science. . . . (367)
Tussman, Joseph. Experiment at Berkeley. (552) [Reading program: concerned with first 2 years]

Vallance, Theodore R. "The Guiding Assumptions. . . ." (219) [Suggested diversification requirements]
Werdell, Philip R. "Teaching and Learning. . . ." (24) [Reference group]

ENGLISH

Greene, Maxine. "Against Invisibility. . . ." (189)
Intercollegiate Press Bulletin. March 10, 1969. (251) [University of Chicago]
Steinmann, Martin. "Freshman English." (234)

EXAMS

Dyer, Henry S. "College Testing and the Arts." (549) [Testing]
Hayward, Sumner. "The Beloit Plan." (163) [Area exams]
Intercollegiate Press Bulletin. September 11, 1967. (425) [University of Buffalo: challenge examinations]
______. October 2, 1967. (429) [Macalester College: senior comprehensive exam]
______. September 16, 1968. (409) [University of Iowa: comprehensive exams--credit for]
______. March 17, 1969. (416) [Winthrop College: final exams]
______. April 7, 1969. (418) [Rutgers]
Schwab, Joseph J. College Curriculum and. . . . (329)
Toronto, University of. Undergraduate Instruction in Arts and Science. . . . (367)
Tyler, Ralph W. "The Problems and Possibilities. . . ." (334) [Education evaluation]

EXPERIMENTAL COLLEGE

Axelrod, Joseph. "An Experimental College Model." (297)
Carpenter, Marjorie. "The Role of Experimental Colleges. . . ." (503)
Intercollegiate Press Bulletin. August 29, 1966. (440) [University of Kansas]
______. January 22, 1968. (435) [University of Massachusetts: college within a college]
______. December 9, 1968. (200) [Oberlin College]
______. December 9, 1968. (201) [Central Washington State College, Grand Valley State College, Illinois State University: college within a college]
Johnson, B. Lamar. "Survey of Innovations in Junior. . . ." (274)
Michigan State University. "Educational Development Program. . . ." (272) [University of Massachusetts]
Oldt, Esther A. "Antioch College as an. . . ." (504)
Scully, Malcolm G. "Academic Innovation Gr[illegible]s. . . ." ([illegible]3) [Oberlin College: student operated]
Werdell, Philip R. "Teaching and Learning [illegible] . . [illegible])
Wessell, Nils Y. "The Process of Innovation." (56[illegible]

FRESHMAN PROGRAM

Elmira College. Growth and Progress. . . . (403[illegible]
Intercollegiate Press Bulletin. August 21, 1967. (422) [University of Michigan]
______. January 1, 1968. (432) [Stonehill College]
______. January 20, 1969. (413) [Coe College]
______. February 10, 1969. (206) [Elmira College]

Katz, Joseph. "Recommendations for Policy. . . ." (515)
Plante, Patricia R. "An Experimental Freshman. . . ." (238) [Thomas More College of Fordham University]
Scully, Malcolm G. "Academic Innovation Grows. . . ." (183) [Carleton College, Hiram College, University of Michigan]
Tibbett, A. M. "To Encourage Reason. . . ." (125) [Course called Investigating, Thinking, and Arguing]

GRADES

Axelrod, Joseph. "The Creative Student. . . ." (525) [University of California in Santa Barbara]
Baker, Robert W. "Students, Parents and the College. . . ." (33) [Clark University: grade reporting]
Cole, William G. "Breaking the Grade. . . ." (518) [Grade-credit system]
Goodman, Paul. "In What Ways Does. . . ." (75)
Hewitt, Raymond G. The Status of the Pass/Fail. . . . (270) [Survey of 22 colleges]
Hoyt, Donald P. "The Criterion Problem. . . ." (496) [Grade point average]
Intercollegiate Press Bulletin. October 3, 1966. (448) [Beloit College]
_______. January 9, 1967. (453) [Temple University: pass/fail]
_______. August 21, 1967. (421) [Miami University: credit-no credit program]
_______. August 28, 1967. (424) [Stanford University: pass/fail]
_______. November 6, 1967. (431) [College study regarding pass/fail]
_______. April 29, 1968. (436) [Hunter College]
_______. August 19, 1968. (405) [Bowdoin College]
_______. September 2, 1968. (407) [University of Utah]
_______. September 9, 1968. (408) [Harvard University]
_______. September 23, 1968. (410) [California Institute of Technology: pass/fail]
_______. October 7, 1968. (411) [University of Texas]
_______. October 21, 1968. (196) [University of Utah: pass/fail]
_______. February 24, 1969. (415) [Millikin University: probation and suspension]
_______. April 7, 1969. (418) [Rutgers]
_______. May 12, 1969. (417) [Douglass College: freshman grades--first semester]
Katz, Joseph. "Four Years of Growth. . . ." (509)
Mannello, George. "College Teaching Without Grades." (225)
Sagan, Mather R. "The First Year of Pass/Fail. . . ." (242) [Brandeis University]
Stroup, Francis. "The Grade-Point Average. . . ." (216)

HISTORY

High, James. "Scholarship and Nonsense. . . ." (324) [Social studies]
Intercollegiate Press Bulletin. September 30, 1968. (195) [Valparaiso University]

HONORS PROGRAMS

Haywood, C. Robert. "Barnum-Bailey and. . . ." (170)
Intercollegiate Press Bulletin. August 22, 1966. (437) [Wittenberg University]
_______. April 29, 1968. (436) [Hunter College]

Appendix C-6-100

HUMANITIES

Dressel, Paul L. and Frances H. DeLisle. Undergraduate Curriculum Trends. (262)

Edgerton, M., Jr. "The Study of Languages. . . ." (143) [Literature]

Hays, Garry D. and Robert G. Haywood. "Liberal Education at Southwestern. . ." (117) [Southwestern College]

Intercollegiate Press Bulletin. September 16, 1968. (194) [Stanford University]

Smith, Bardwell L. and David H. Porter. "Carleton and Curricular Changes." (21) [Carleton College: freshman humanities]

Smith, Ralph A. "Aesthetic Education. . . ." (249) [Aesthetic approach]

Smith, William Raymond. "A Definition of the Humanities." (146)

Ward, F. Champion. "Principles and Particulars. . . ." (107)

INDEPENDENT STUDY

Bonthius, Robert H., et al. The Independent Study Program. . . . (493A)

Chickering, Arthur W. "Dimensions of Independence." (223) [Goddard College]

Felder, Dell. "Independent Study Practices. . . ." (226)

Gruber, Howard. "The Uses and Abuses. . . ." (495) [Self-directed study]

Intercollegiate Press Bulletin. August 30, 1965. (464) [Colorado College: a kind of "principia"]

______. September 12, 1966. (443) [Colby College: freshman program]

______. January 23, 1967. (458) [Carleton College]

______. January 8, 1968. (433) [Stanford University: independent honors work]

Johnson, B. Lamar. "Survey of Innovations in Junior. . . ." (274)

Miller, Paul A. "Clearing the Way for Innovation." (290)

Postlethwait, S. N. "To What Extent Will the Emerging. . . ." (79) [Purdue University: audio-tutorial lab]

Raushenbush, Esther. "Innovation and Educational Style." (55)

INDIVIDUAL INSTRUCTION

Oliphant, Robert. "The Fifteen-Minute Hour. . . ." (132)

Paschal, Elizabeth. "Organizing for Better Instruction." (378) [By student himself]

Werdell, Philip R. "Teaching and Learning. . . ." (24) [Individual Growth Program]

LABORATORIES

Baskin, Samuel. "Innovations in College Teaching." (54) [University of Illinois: Roto-Lab]

Bulletin of St. John's College. . . . (161)

Dressel, Paul L. "The Need for Curriculum Review." (233)

Michigan State University. "Educational Development Program. . . ." (272) [Purdue University]

Newmann, Fred M. and Donald W. Oliver. "Education and Community." (352)

Toronto, University of. Undergraduate Instruction in Arts and Science. . . . (367)

LANGUAGE

Axelrod, Joseph. "Intercultural Study Versus. . . ." (92)

Dressel, Paul L. and Frances H. DeLisle. *Undergraduate Curriculum Trends*. (262)

LECTURES

Bulletin of St. John's College. . . . (161)
Dressel, Paul L. "The Need for Curriculum Review." (233)
Hamilton, Robert Harrison. "An Experiment With. . . ." (17)
Intercollegiate Press Bulletin. February 14, 1966. (471) [Cornell University]
McKeachie, Wilbert J. "Research in Teaching. . . ." (57)
Toronto, University of. *Undergraduate Instruction in Arts and Science. . . .* (367)

LIBRARY DESIGN

Baskin, Samuel. "Innovations in College Teaching." (54) [Centre College]
Gores, Harold B. "The American Campus--1980." (380)
Intercollegiate Press Bulletin. November 29, 1965. (468) [University of Michigan]

MAJORS

Hayward, Sumner. "The Beloit Plan." (163)
Susman, Warren I. *The Reconstruction of an. . . .* (160) [Rutgers]

MISCELLANEOUS

Allen, William H. "Audiovisual Instruction. . . ." (338) [Traditional AV materials]
Bell, Daniel. *The Reforming of General Education. . . .* (400) [Harvard: advanced placement]
Bevan, John M. "Florida Presbyterian College. . . ." (507) [Generally innovative program]
Bulletin of St. John's College. . . . (161) ["Great Books"]
______. (161) [Preceptorial]
Cameron, W. B. "The Hydra-Headed Curriculum." (231) [Interdisciplinary courses]
Carpenter, C. R. "Toward a Developed Technology. . . ." (379) [Instructional resource and production center]
Clark, Kenneth E. "A Pragmatic Plan for. . . ." (301) [Visitor who teaches one class and enrolls in one class]
Dubin, Robert and Thomas C. Traveggia. *The Teaching-Learning Paradox*. (508) [Improving teaching]
Gustad, John W. "New College: D Minus. . . ." (506) [Generally innovative programs]
Hays, Garry D. "The Myth of the Fifty-Minute. . . ." (114) [Class period]
Hayward, Sumner. "The Beloit Plan." (163) [Field term]
Hutchison, William R. "Yes, John, There Are. . . ." (494) [Improving teaching]
Intercollegiate Press Bulletin. February 14, 1966. (471) [Cornell University: advisement]
______. November 28, 1966. (449) [Ithaca College: dial-a-course]
______. December 5, 1966. (450) [Cornell University: improving teaching]
______. September 25, 1967. (428) [Columbia College: student guidance]

_______. October 30, 1967. (430) [Williams College: center for environmental studies]
_______. November 11, 1968. (198) [The Catholic University of America: "free election" system]
Jackson, Philip W. "Technology and the Teacher." (336) [New technological media in general]
Johnson, B. Lamar. "Survey of Innovations in Junior. . . ." (274) [Developmental teaching]
Leyden, Ralph C. "To What Extent Will the Emerging. . . ." (77) [Telephone]
Lozoff, Marjorie. "Residential Groups and. . . ." (513) [Residential groups]
MacIntyre, Charles J. "The Impact of New Media. . . ." (218) [New instructional media in general]
Miller, Paul A. "Clearing the Way for Innovation." (290) [Inter-institutional cooperation]
Nussel, Edward J. and Francis T. Villemain. "The Dual Socratic Method. . . ." (264) ["Dual Socratic" instructional method]
Olds, Glenn A. "Foreign Study as. . . ." (93) [Foreign study]
Padgett, Jack F. "Education for Meaning. . . ." (144) [Simpson College: "Vital Center" program]
Riesman, David. "Innovation and Reaction. . . ." (110) [Bowdoin College: senior center]
Schwab, Joseph J. *College Curriculum and. . . .* (329) [Overarching disciplines: senior and freshman programs]
Scully, Malcolm G. "Academic Innovation Grows. . . ." (184) [Undergraduate curriculum trends]
Susman, Warren I. *The Reconstruction of an. . . .* (160) [Rutgers: exploratory semester; skills center; special studies; apprenticeship program]

NON-WESTERN STUDIES

Bigelow, Donald N. "A Backdoor to the Future." (171)
Intercollegiate Press Bulletin. April 29, 1968. (436) [Hunter College]

PHILOSOPHY

Dressel, Paul L. and Frances H. DeLisle. *Undergraduate Curriculum Trends.* (262)
Moulds, George Henry. "The Decline and Fall of Philosophy." (164)
Oates, Whitney J. "Philosophy as the Center. . . ." (155)

PROGRAMMED INSTRUCTION

Glaser, Robert. "The Design and Programming. . . ." (337)
Johnson, B. Lamar. "Survey of Innovations in Junior. . . ." (274)
Shepard, John P. "Teaching Machines and. . . ." (181)
Smith, M. Daniel. "To What Extent Will the Emerging. . . ." (76)
Stonesifer, Richard J. "Plato, Political Science, or. . . ." (130)

RELIGION

Cooke, Gerald. "Relevance in the Undergraduate. . . ." (38) [Bucknell University]
Dressel, Paul L. and Frances H. DeLisle. *Undergraduate Curriculum Trends.* (262)

Jennings, William H. "Some Observations on the. . . ." (19)

Kerstetter, William E. "Experimental Programs in Religion. . . ." (127) [Bucknell University]

Marty, Martin E. "The Relevance of Liberal Arts Colleges. . . ." (140)

Pattillo, Manning M., Jr., and Donald M. Mackenzie. *Church-Sponsored Higher Education. . . .* (553)

SCIENCE

Allen, Frederick S. "Science for the Nonscientist." (294)

Dressel, Paul L. and Frances H. DeLisle. *Undergraduate Curriculum Trends*. (262)

Gengerelli, J. A. "The Education of Future Scientists." (224)

Intercollegiate Press Bulletin. October 5, 1964. (474) [Princeton University]

______. August 29, 1966. (439) [Northwestern University]

"Mix Well and Call It Interdisciplinary." (254) [St. Andrews Presbyterian College: interdisciplinary approach]

Parsegian, V. L. "A Science Course for. . . ." (235)

Paske, Gerald H. "Science for Humanists." (16)

Smith, Huston. "The Humanities and Man's. . . ." (156)

SEMINARS

Baskin, Samuel. "Innovations in College Teaching." (54) [Freshman seminars]

"Bucknell's Experiment Aims for Mastery." (258) [Bucknell University]

Bulletin of St. John's College. . . . (161)

"Experimental Seminars Combat Fragmentation." (255) [Central Washington State College]

Intercollegiate Press Bulletin. August 28, 1967. (423) [Barnard College: freshman seminars]

______. September 11, 1967. (426) [Tufts University: freshman seminars]

______. April 14, 1969. (419) [University of Texas]

Newmann, Fred M. and Donald W. Oliver. "Education and Community." (352) [Community context seminar]

"Specialists Generalize in Senior Program." (253) [Bowdoin: senior seminars]

SERVICE CURRICULUM & PUBLIC SERVICE

Miller, Paul A. "Clearing the Way for Innovation." (290)

Scully, Malcolm G. "Students' Community Service. . . ." (265) [Iowa Wesleyan College, Old Westbury College]

SOCIAL SCIENCES

Dressel, Paul L. and Frances H. DeLisle. *Undergraduate Curriculum Trends*. (262)

TEACHER EDUCATION

Intercollegiate Press Bulletin. August 23, 1965. (463) [Dickinson College]

Scully, Malcolm G. "Teacher Education is Called. . . ." (188)

TEACHING ASSISTANTS & PARAPROFESSIONALS

Campbell, Roald F. "Teaching and Teachers. . . ." (335)

Toronto, University of. *Undergraduate Instruction in Arts and Science. . . .* (367)

TEAM TEACHING

Goodlad, John I. "Thought, Invention, and Research. . . ." (350)
Intercollegiate Press Bulletin. November 25, 1968. (199) [University of Chicago]
LaFauci, Horatio M. "Team Teaching in. . . ." (365) [Boston University: College of Basic Studies]
_______. "Unified Design Matches. . . ." (366)
_______. "Unity and Variety in. . . ." (232) [Boston University: College of Basic Studies]

TELELECTURE

Baskin, Samuel. "Innovations in College Teaching." (54) [University of Omaha, Stephens College]

TELEVISION

Allen, William H. "Audiovisual Instruction. . . ." (338) [Dial access]
Baskin, Samuel. "Innovations in College Teaching." (54)
Carter, Clyde N. and Maurice J. Walker. "Costs of Instructional TV. . . ." (341A)
Dressel, Paul L. "The Need for Curriculum Review." (233)
Evans, Richard I. *Resistance to Innovation in. . . .* (488)
Frantz, John B. "The Educational Advantages. . . ." (229)
Johnson, B. Lamar. "Survey of Innovations in Junior. . . ." (274)
McKeachie, Wilbert J. "Research in Teaching. . . ." (57)
McKinney, T. Harry. "Teaching Social Science. . . ." (116)
Michigan State University. "Educational Development Program. . . ." (272) [University of Arizona, Florida Atlantic University]
Prausnitz, Walther G. "Innovations at Specific Colleges and Universities." (11) [University of Minnesota, TV College of the City of Chicago, Michigan State University]
Schramm, Wilber. "Instructional Television. . . ." (339)
Stonesifer, Richard J. "Plato, Political Science, or. . . ." (130) [Chicago's TV College]
Tanner, Daniel. "Television and Learning." (345)

TUTORIALS

Bulletin of St. John's College. . . . (161)
Johnson, B. Lamar. "Survey of Innovations in Junior. . . ." (274) [Audio-tutorial]
Toronto, University of. *Undergraduate Instruction in Arts and Science. . . .* (367)
Wilson, O. Meredith. "Can We Have the Best. . . ." (42)

APPENDIX: C-7

ASPECTS OF MINORITY STUDIES

FALL, 1969

As an illustration of how Resolution 37 may continue to be implemented, and how its implications may be strengthened, we reproduce here information collected by the Office of the Dean of the College about course content during the 1969/ 1970 school year.

Economics 221--Principles of Economics. Readings in Joseph, Seeber, Bach--"Poverty-Defining the Problem," "Johnson vs. Poverty," "Approaches to the Reduction of Poverty," "The Making of a Negro Middle Class."

Education--The following list identifies special sources of materials for reports and panel presentations on disadvantaged children and youth. These books are available in the Education Department for direct loan to students in Education 214, School and Society; Education 314, Developmental Psychology in Education; Education 361, Teaching of Social Studies; Education 448, Guidance of Learning. Dawson, Helaine, On the Outskirts of Hope--Educating Youth from Poverty Areas, McGraw-Hill Book Co., St. Louis, 1968. Elkins, Deborah and Taba, Hilda, Teaching Strategies for the Culturally Disadvantaged, Rand McNally & Co., Chicago, 1968. Fantini, Mario D., Alternatives for Urban School Reform, Ford Foundation, Office of Reports, 320 East 43rd St., New York, 1968. Frost, Joe L. and Hawkes, Glenn R., The Disadvantaged Child--Issues and Innovations, Houghton Mifflin Co., Geneva, Ill., 1966. Goldstein, Bernard, Low Income Youth in Urban Areas--A Critical Review of the Literature, Holt, Rinehart and Winston, 1967. Hamachek, Don E., Human Dynamics in Psychology and Education--Part IV: Toward Understanding Maladaptive Behavior and Disadvantaged Youth, Allyn and Bacon, Inc., Boston, 1968. Passow, A. Harry, Goldbert, Mirian, and Tannenbaum, Abraham J., Education of the Disadvantaged, Holt, Rinehart, and Winston, New York, 1967. Rich, John Martin, Education and Human Values, Addison-Wesley Publishing Co., Reading, Mass., 1968. Rudman, Herbert C. and Featherstone, Richard L., Urban Schooling, Harcourt, Brace & World, Inc., Chicago, 1968. Smith, B. Othanel, Teachers for the Real World (in collaboration with Saul B. Coehen and Arthur Pearl for the Task Force of the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth), AACTE, Washington, D. C., 1969. Smith, Louis M., The Complexities of an Urban Classroom--An Analysis Toward A General Theory of Teaching, Holt, Rinehart & Winston, 1968. Storen, Helen F., The Disadvantaged Early Adolescent--More Effective Teaching, McGraw-Hill Book Co., 1968.

English 111--Composition and Literature. All students will be required to read Ralph Ellison's Invisible Man. Students fulfilling the freshman requirement through independent study may devote part of their work to black literature.

English 201--Composition and Literature. The sections that meet regularly in class will read Lorraine Hansberry's A Raisin in the Sun, Ralph Ellison's Invisible Man, and poetry by Gwendolyn Brooks and Langston Hughes. Individual study will include these as choices plus further choice from McKay, Bontemps, Baldwin, and Wright.

English 221--Composition and Literature V. All students will be required to read James Baldwin's Blues for Mister Charlie.

English 303--History of American Literature. Included will be short stories by Julian Mayfield, John A. Williams, or Ernest J. Gaines; Margret Walker's Jubilee; poetry by Langston Hughes and LeRoi Jones.

English 416--Contemporary British and American Literature. The course will include Ellison, Invisible Man. On reserve reading: Ralph Ellison, Shadow and Act. Students may also choose to do their independent study report (presented to class) on a black author or black literature.

English 417--Literary Genres. Course will concentrate on contemporary poetry, with primary stress on Post War II poetry. Selections of black poetry will be used. Students may also choose to do their independent study report (presented to the class) on black poetry.

History 113-114--America to 1865 -- Since 1865. Two monographs on the black experience will be read in addition to other materials: Stampp, The Peculiar Institution: Slavery in the Ante-Bellum South (in 113) and Quarles, The Negro in the Making of America (in 114). Also a proportionate number of the edited documents in Boorstin, An American Primer relate to the black situation. Continuing stress is placed on awareness of black (and other minorities) history in all the appropriate areas of these courses.

History 345--The Frontier and the Trans-Mississippi West. Among the several paperback monographs used as basic textual material is Hagan, American Indians. Appropriate emphasis on the role of Negroes, Indians and other minority groups is placed in all the areas of readings, discussions and lectures, including the Buffalo (Negro) Soldier, and Indian and Negro activity in the cattleman's, miner's, fur trader's and other frontiers.

History 375 and 376--History of East Asia to 1800 and History of East Asia from 1800. Texts include Nehru's Discovery of India, writing about India from the point of view of an Indian; and two anthologies of Asian literature, Yohannen's Treasury of Asian Literature and Milton and Clifford's A Treasury of Modern Asian Stories. Both anthologies contain selections by Asian writers reflecting a variety of beliefs, social conditions, and native reactions to developments in East Asia. While the course does not deal explicitly with "Black History" it is relevant to this emphasis as it seeks to acquaint the student with the great achievements of a very large segment of the non-white population of the world.

History 482--Seminar on the American Indian: An Historic Heritage-oriented and Policy-centered Assessment. The first two-fifths of the seminar will be an overall orientation and assessment based on three or four paperback monographs including Hagan, American Indians (or a similar work), Helen Hunt Jackson, Century of Dishonor and one centering on policies and related implications, political, economic and social. In addition each student will elect an individual area of research on some Indian grouping (Sioux, Iroquois, Apache, 5 civilized tribes, etc.) or some phase of policy (Reservation System, Reform Legislation, etc.). The presentation and discussion of this research will comprise the remainder of the seminar.

Political Science 211--American Government. a) The course has a section on civil liberties and civil rights that emphasizes the Supreme Court decisions and recent congressional acts that have restored and broadened the rights of minorities, and emphasizes the increasingly strong role of the Federal government in enforcing the rights and decisions. b) The Kerner Report will be read and discussed. c) Some attention will be given to the necessity of political power in obtaining responses to problems of all groups. "Black Power" will be examined.

Political Science 361,362--Constitutional Law. There is a sizeable civil rights section. A large percentage of the cases deal with the rights of blacks. Other cases dealing with rights of persons and groups may be very important to blacks even though the immediate person involved is not black--such as the Gideon case, for example.

Religion 271--Christian Ethics. The course will spend considerable time on the question of race and will have the students read the following works: William H. Grier and Price M. Cobbs, Black Rage; Joseph C. Hough, Jr., Black Power and White Protestants; A Christian Response to the New Negro Pluralism; Martin Luther King, Jr., Letters From a Birmingham Jail. In addition the students will read the November 20, 1967 NEWSWEEK extended editorial "The Negro In America, What Must Be Done."

Religion 491--Problems in Social Change. The specific section numbers are difficult to state with definiteness because the alphabetical order of the department's personnel is still in a state of flux. One of the seminars will be open to the Virginia Union students coming to Concordia on the exchange program. A second seminar will be open to Concordia students returning from the Virginia Union exchange program. A third seminar will be devoted to Black Heritage and we hope to secure instructional assistance for this course through the Virginia Union faculty exchange.

Religion 491--Seminar. The course will deal with the problematics of primitive religions, discussion of a few of the areas in which primitives are found today, and deal with the various approaches to the interpretation of primitives. The areas of investigation will be Africa, Australia, and North American Indians, including social structures, religious expressions in myth and cult and art, and primitive reactions to modern civilization. The students will read: Roland Oliver and J.D. Fage, A Short History of Africa; Daryll Forde, ed., African Worlds: Studies in Cosmological Ideas and Social Values of African Peoples; A.P. Elkin, The Australian Aborigines; and Vittorio Lanternari, The Religions of the Oppressed. A Study of Modern Cults.

Sociology 111--Introductory Sociology. This course will undergo some revision to take more account of problem aspects of society, which means that various social structures and processes will be examined from both functional and dysfunctional aspects. The objective will be to assist the student to better understand the social group and his own relation to group life, on levels varying from the family to the wider society. Topic on the biological factor includes analysis of the data on racial variation. Concept of culture developed and related to race. Sources of race prejudice examined. Social stratification: methods and conclusions of research, with implications for minority groups. Topic on collective behavior includes analysis of mobs, riots, social movements, pressure groups, propaganda, all of which have implications for race relations (including the struggle of the black population for equal opportunity in a dominantly white society). Culture and Personality topic reviews group influences on personality. Social change is analyzed, opening the way for insights about how to accomplish social change. Principal text will be Ogburn-Nimkoff, 4th edition, Sociology, and there will be two paperbacks: Bernard Rosenberg, editor, Analyses of Contemporary Society; and Jonathan Kozol, Death at an Early Age. The first of these paperbacks includes a long excerpt from Crisis in Black and White.

Sociology 231--Marriage and the Family. Black Families in White America and Readings in Sussman, Sourcebook in Marriage and Family includes articles in black families.

Sociology 317--Society, Culture, and Personality. The entire course is devoted to the relation between the experiences of the individual and the socio-culture structures and processes. Throughout the course the opportunity is presented for gaining insights about the special stress situation in which the black person in the white society finds himself. Topics which will have special reference to the black population include: Roles and Stereotypes; Social Stratification in Relation to Personal Functioning; The Development of the Person in the Social Context; Personality in Relation to the Wider Social Context of Culture and Society; The Group and the Individual; Problems of Conformity and Resistance. Readings of special significance for the understanding of minority problems will include: Authoritarian Personality and Open and

Closed Mind (selected portions of both). Selections from Pettigrew and Franklin Frazier will be on the reading list.

Sociology 324--Minority Relations. This course will be available during the fall semester. It will include the typical content of a "Race Relations" course, with appropriate reading.

Sociology 338--Sociology of Religion. Will include Frazier's The Negro Church in America unless a better book can be found.

Sociology 397--Independent Study. This course is open, within limits of time instructors can make available, to students competent to undertake a library or field study (or both) on any topic or experience which could be related to sociological methodology, theories, and concepts. Extensive reading (sufficient to comprehend the basic literature relating to the topic), and a substantial paper will be required.

Sociology 401--Social Welfare I. Reading in The Journal of Social Work will include much on racial concerns.

Sociology 497--Independent Study in Social Work. A social work student who desires to develop a library or field study related to the concerns of black people may propose such a project. If the proposal is adequate and effectively implemented, and appropriately reported in a substantial paper, three credits will be given. Social work students will be invited to participate in the winter religion seminar which tours New York, and independent study credit can be arranged for that.

Psychology 111--General Psychology. Units of the course devoted to influences on personal development, motivation, habits will include readings and lectures on factors leading to racial conflict and racist extremism of both blacks and whites. Units on conflict and frustration will further develop these themes. The unit on social psychology and attitudes will cover, insofar as time permits, the way in which prejudiced attitudes are developed, and attempts to change adults' attitudes.

Psychology 306--Developmental Psychology. The varieties of environments which shape the growing child will be covered, with special stress on parental beliefs and convictions as influencing beliefs of children. The importance of adequate models for children applies to both (or all) racial groups, insofar as acquiring the motive to achieve in a technological society. Books by black authors, or selected readings from several such books, will be required reading, to illustrate the effect in individual lives of the influences noted above.

Psychology 324 and 357--Personality Adjustment and Abnormal Behavior. Black Rage or a similar book will be one of the required readings, and the class will discuss the book from the point of view of psychological principles. Special units in both courses will be devoted to the difficulties of adjustment encountered by blacks in accepting racist attitudes of whites, and the psychological reasons for black racism and separatism.

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Psychology 335--Individual Differences. Since this course is almost entirely devoted to group, age, sex, ethnic and racial norms, there is little to change to make this course more appropriate to the shift of emphasis desired. Additional stress will be put on measuring differences, culture-fair measurements, appropriate interpretation of measured differences, etc.

Seminar in Personal and Group Relationships. The aim of this course is to engender understanding of the reasons for difficulties and conflicts within person-to-person relationships and large group, impersonal relationships. A variety of readings will be used, some of a technical psychological nature on "perception of the other," awareness of self, and others. Other readings will include selections from literature, all aimed at illuminating the reasons for faulty perceptions of the other, and the effect of repression and suppression of feelings in the development of spontaneous, healthy, productive adults. Aside from the very important racial problem in our country, we also have social problems related to parent-child relationships and marital relationships. The course will be pertinent to these three areas of potential conflict.